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ABSTRACT

This curriculum guide is designed to offer a flexible worldwide business education curriculum for Department of Defense Dependent Schools (DoDDS). The guide begins by describing the four business clusters included in the curriculum: (1) clerical, (2) secretarial/stenographic, (3) information processing, and (4) business administration. These clusters each have a description, suggested sequence of courses in that cluster, and a recommended program for students majoring in the cluster. The remaining bulk of the guide is comprised of individual course descriptions for junior high and high school programs. Courses are listed alphabetically and include course titles such as business careers exploration, advertising, business law, consumer economics, memory typewriter operation, sales, typewriting, and shorthand. Appended to the manual is an approved list of DoDDS essential textbooks/instructional materials for business education, grades 6-12. References are listed for each course at the junior high school and high school level. For each reference listed, the following information is provided: author, publisher, and copyright date. (LRA)

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DS MANUAL 2865.1
AUGUST 10, 1979

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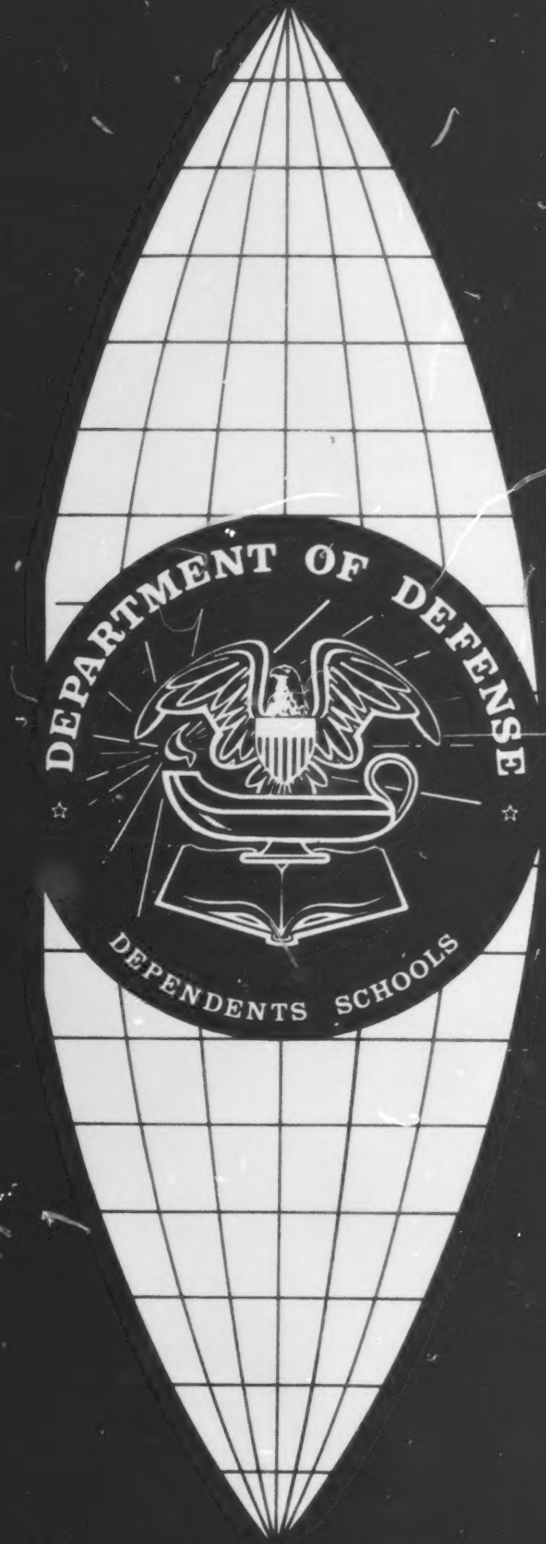

DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS

business education objectives

FORWORD

Changes occurring today in all facets of society present many problems and challenges to education. Education for business, as an integral part of the total program of education, attempts to meet student needs by directing its programs toward developing the knowledge, skills, attitudes, and relationships necessary for an individual to understand and successfully adjust to the functions of our business world — an increasingly complex and changing society.

The preparation of youth to succeed in the world of work is an important objective of our schools. According to the United States Department of Labor, business occupations constitute the largest and fastest growing employment group in the labor market.

The objectives of the DoDDS business education curriculum are closely connected to the DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS PHILOSOPHY STATEMENT AND GENERAL OBJECTIVES and CAREER EDUCATION OBJECTIVES. These objectives stress the individual's acquisition of sound physical and mental health habits, the acquisition of basic skills and basic learning skills, the ability to adapt to the changing human-madde and natural environment, the development of responsible social behavior, the development of a coherent system of values and ethnical behavior, creative and aesthetic competency, and the gaining of occupational skills.

This curriculum guide has been prepared primarily to give direction to the business teachers, counselors, and school principals in the planning and implementation of business education curricula. I urge all school personnel and other interested persons to consult this guide to obtain a better understanding of the DoDDS business education program.

Anthony Cardinale

Anthony Cardinale
Director

SEP 2 1980

PREFACE

The primary purpose of this curriculum guide is to offer a flexible worldwide business education curriculum for DoDDS. This guide is designed to give a common base to the business education instructional program in terms of specific objectives and content. Individual teachers are free to select their own method of instruction and are encouraged to used ingenuity and creativity.

Career education must be an integral part of the entire school curriculum. Career exploration programs have been implemented at the elementary and junior high school level. It is recommended that these programs serve as a foundation for the development of the skills specified in the four business clusters presented in this guide: Clerical, Secretarial/Stenographic, Information Processing, and Business Administration. These clusters each have a description, suggested sequence of courses in that cluster, and a recommended program for students majoring in the cluster. Individual course descriptions are listed alphabetically for easy reference.

Programs have been developed to meet individual needs for job-entry level as well as to prepare students for postsecondary education. Additional requirements which will enable students to earn a certificate of proficiency in a career cluster have been specified. Students who prefer not to work toward a certificate may take courses from different clusters.

The success of a quality business education depends upon instructors, counselors, and administrators who are cognizant of and promote dynamic, forward-looking business education programs as outlined in this curriculum guide. It is recognized that individual systems may adapt this guide to meet their own needs and capacities.

ACKNOWLEDGMENTS

This statement of goals and objectives has involved many educators in DoDDS. During the 1978-79 school year, business teachers have met to assimilate materials for this document.

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Karen Shaw
Bitburg High School

Gloria Zucchetti
Karlsruhe High School

Mr. Mark Carstens
Pacific Region Career Education Coordinator

Mr. Jim Willis
Atlantic Region Career Educator Coordinator

Dr. Joseph P. Indresano
European Region Career Educator Coordinator

Dr. Daniel L. Stabile
DoDDS — Washington, D.C.

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PROGRAM GOALS FOR MIDDLE SCHOOL/JUNIOR HIGH SCHOOL BUSINESS EDUCATION

The middle school/junior high school business program is primarily exploratory in nature. More specifically, the program should:

1. Provide exploratory experiences in career selection.
2. Provide pre-vocational guidance assistance and experiences.
3. Contribute to the consumer, business, and socio-economic understanding of all students.
4. Form a foundation for the further study of business subjects.

PROGRAM GOALS FOR HIGH SCHOOL BUSINESS EDUCATION

The high school business education program is designed to provide prevocational, vocational, advanced career preparation, and general education experiences for the student. More specifically, this program should:

1. Provide occupational and career guidance, career orientation, and exploration of job opportunities and requirements in business.

2. Develop occupational knowledge, attitudes, and skills that are oriented toward the job classifications of the clerical, secretarial, information processing, and business administration career clusters.

3. Develop personal-use skills that will permit one to become a fully functioning individual in the personal business activities of life.

4. Offer activities and experiences that contribute to each student becoming an effective citizen capable of making sound economic judgments.

5. Provide a foundation that serves as a basis for advanced study in business and/or vocational competency.

6. Emphasize decisionmaking, communication, logic, reasoning, and manipulative skills.

BUSINESS LAB

(DESCRIPTION)

The business lab should consist of a learning environment free and open, but well ordered and managed with specific objectives in mind. Given such an environment, students enter at their own level of achievement and move along at their own rate of speed. A contract/job system may be used to monitor and improve the achievement rate. Achievement rates and goals should be clearly indicated so that students will work at their **highest** level. The progress of each student is measured on an individual basis. This allows students of varying ability ranges and/or varying business backgrounds to be in the same class. Students can move ahead individually and freely explore many areas in varying depths.

Instruction should be individualized to the greatest extent possible considering time and resources available. Beginning typewriting and beginning shorthand should **not** be offered in the lab. Classroom lecture should be kept to a minimum. Individualized learning depends heavily upon teacher organization, good self-instructional materials and audio-visual learning aids.

Materials should be broken into learning modules/learning activity packets (LAPS) if not previously done so by the publisher. Specific goals and objectives of a module should be clearly indicated and reviewed with the students before they begin work. Modules selected jointly by the instructor and the student should reflect career goals based upon student interest and achievement levels. Evaluation through pretesting may indicate that a student may omit partial or entire modules of work.

The role of the instructor becomes one of learning facilitator. The instructor prescribes the framework and procedures necessary for students to meet entry-level requirements for their career goals.

The learning modules suggested for use in the business lab are designed to provide as great a selection of job-entry level skills as appears practical. Individual requirements differ from school to school; therefore, the design of this learning system provides for the selection of modules to satisfy particular needs.

It is realized that individual differences in evaluation philosophies exist among teachers. This is encouraged as some teachers feel more comfortable with a pass-fail system versus numeric or letter grades. Within the business lab, subjective evaluation and/or objective evaluation may be used, depending upon teacher preference.

For assistance in business lab organization and promotion, see the special sections on individualization and LAP/module preparation in the back of this guide.

CLERICAL CAREER CLUSTER

The Clerical Career Cluster is designed to equip students with the skills, knowledge, and attitudes needed for entry-level employment in the major clerical occupations. This cluster is also recommended as the basis for further study in the Secretarial/Stenographic, Information Processing, and Business Administration Career Clusters.

Clerical occupations represent one of the largest occupational groups and each year provide thousands of new job opportunities for those seeking initial employment. Work may consist of one or more of the following duties: recordkeeping, filing, duplicating, typing, answering the telephone, operating various business machines, greeting callers, and handling mail.

Clerical opportunities can be found in the fields of civil service, finance, insurance, banking, manufacturing, real estate, wholesaling, retailing, and service organizations.

Some of the career opportunities available to students completing this cluster are:

- Bank Teller
- Cashier
- Clerk-Typist
- Clerks:
    - Accommodation
    - Accounts Payable
    - Accounts Receivable
    - Bank
    - Billing and Credit
    - Claims
    - Employment
    - Gate and Ticket
    - General Office
    - Government Service
    - Hotel
    - Information
    - Interviewing
    - License
    - Mail
    - Medical Record
    - Order
    - Payroll and Timekeeping
    - Personnel
    - Postal
    - Receiving
    - Records Management (Filing)
    - Sales
    - Shipping
    - Statistical
    - Stock and Inventory
    - Travel
    - Traffic
- Machine Operators:
    - Addressing
    - Billing and Bookkeeping
    - Calculating
    - Collating
    - Duplicating
    - Mailing
    - PBX (Switchboard)
- Messenger
- Receptionist
- Reservations and Ticket Agent
- Tape Librarian
- Teacher Aide
- Telephone and Telegraph Operator

CLERICAL CLUSTER COURSES

Suggested Grade Level	Course Titles
9	Beginning Typewriting
	Introduction to Business
	Intermediate (Review) Typewriting
	Business Mathematics
10	Consumer Economics
	Recordkeeping
	Office Simulations
	Lab Modules:
	Records Management
	Orientation to Business Careers
	Job Applications
	Beginning Human Relations
	Receptionist and Communication Services
	Reprographics
	Electronic Calculator
11-12	Business English
	Electives from these clusters:
	Secretarial/Stenographic Cluster
	Information Processing Cluster
	Business Administration Cluster

CLERICAL CLUSTER

(Recommended Program)

Course	**Semesters**
Introduction to Business Beginning Typewriting	3
Records Management (LM) Orientation to Business Careers (LM) Recordkeeping Job Applications (LM) Office Simulation Beginning Human Relations (LM) Reception and Communication Services (LM) Reprographics (LM) Electronic Calculator (LM) Business Mathematics Business English Intermediate Typewriting Consumer Economics	6-7
Advance to:	
Secretarial/Stenographic Cluster Information Processing Cluster Business Administration Cluster	0-1
TOTAL SEMESTERS REQUIRED FOR CLERICAL CLUSTER CERTIFICATE	10

*(LM) — Lab Module

SECRETARIAL/STENOGRAPHIC CAREER CLUSTER

The secretarial/stenographic cluster is designed to prepare students for entry-level jobs in this field. The study of shorthand system (Gregg, Speedwriting, or machine) and typewriting are essential parts of this preparation. Students should also be acquainted with and/or knowledgeable in the fields of records management, recordkeeping, telephone work, the handling of mail, and other assorted duties one would be required to perform as prerequisites for acquiring a position in this area. Students should be able to demonstrate cooperation with and respect for other individuals.

The completion of this career cluster also provides an excellent background for those students who wish to further their education by attending post-high school institutions in this field.

Some of the career opportunities available to students completing this cluster are:

- Administrative Assistant
- Admissions Evaluator
- Automatic Electronic Typewriter Operator
- Correspondents:
  - Civil Service
  - Credit
  - Fan Mail
  - Finance
  - Insurance
  - Letter Campaign Coordinator
  - Paramedical Services
  - Personnel
  - Review
  - Sales
  - Transportation
  - Travel
- Court Reporter
- In-File Operator
- Office Supervisor
- Production Coordinator
- Secretary:
  - Civil Service
  - Education
  - Executive
  - Legal
  - Medical
  - Membership
  - Paramedical Services
  - Private
  - Religion
  - Script Supervisor
  - Social
- Stenographer:
  - Civil Service
  - Foreign Language
  - Medical
  - Paramedical Services
  - Police
  - Legal
  - Print Shop
  - Public
  - Stenotype Operator
  - Technical
- Stenographic Pool Supervisor
- Word Processing Programmer

SECRETARIAL/STENOGRAPHIC CLUSTER COURSES

Suggested Grade Level	Course Title
9	Beginning Typewriting
	Intermediate (Review) Typewriting
	Introduction to Business
	Business Math
	Consumer Math
10	Advanced Typewriting
	Beginning Shorthand
	Machine Shorthand
	Records management
	Recordkeeping
	Office Simulations
	Lab Modules:
	Calculator
	Reprographics
	Beginning Human Relations
11-12	Advanced Shorthand
	Consumer Economics
	Business English
	Lab Modules:
	Reception and Communication Services
	Executive Typewriter
	Specialized Simulations:
	Legal, Medical, and Executive
	Machine Transcription and Dictation
	Job Applications
	Orientation to Business Careers
	Advanced Human Relations
	Supervisory Skills
Optional:	Business Law
	Accounting
	Word Processing Cluster
	Data Processing Cluster
	Cooperative Work Experience (CWE)

SECRETARIAL/STENOGRAPHIC CLUSTER

(Recommended Program)

Course	**Semesters**
Beginning Typewriting	2
Shorthand	3-4
Orientation to Business Careers (LM)	3-5
Job Applications (LM)	
Advanced Typewriting/Simulations (LM)	
Records Management (LM)	
Business English	
Reception and Communication Services (LM)	
Machine Transcription (LM)	
Human Relations (LM)	
Office Simulations	
Recordkeeping	
Introduction to Business	
Electives	
Clerical Cluster	0-1
Word Processing Cluster	
Cooperative Work Experience	
Data Processing Cluster	
Business Administration Cluster	
TOTAL SEMESTERS REQUIRED FOR PROFICIENCY CERTIFICATE IN SECRETARIAL/STENOGRAPHIC CLUSTER	10

INFORMATION PROCESSING CAREER CLUSTER

DATA PROCESSING/COMPUTER AND WORD PROCESSING

Processing both words and data has been an integral part of American business operations since the Industrial Revolution. However, both of these fields have shown dramatic growth and change over recent years. This is primarily due to the technology which has produced innovative electronic equipment designed to facilitate these processes.

Generally, both fields could be defined as the function of transforming data and ideas into meaningful communications as quickly as possible. Computers and data processing systems are commonly found today in high schools. Word processing equipment, including electronic typewriters, is also becoming commonplace in business divisions of high schools and junior colleges. More detailed explanations will be given in the following pages regarding both the data and word processing fields.

Business education programs must reflect the changes taking place in today's job market that have come about because of this influx of technology. This cluster is designed to assist business students interested in preparing for either, or both, of these fields.

DATA PROCESSING/COMPUTERS

A Division of Information Processing

Computers are a very important part of what we know as data processing. It is estimated that 80 percent of all data processed today is business data. The processing is an integral part of the operation of government, education, business, industry, medical science, and related research in all of these areas. The introduction of the computer has not reduced the number of workers needed; rather, it has changed the types of training necessary for job performance.

Business transaction recording and bookkeeping are performed to provide an accounting of the operating results and the status of a business or organization. Data Processing is a mechanized procedure of organizing the data into meaningful results.

The Data Processing Career Cluster offers high school students opportunities to learn modern methods of processing data and to train for a career in this field. Careers are varied, ranging from data preparation/entry to systems analyst. High school graduates with specialized instruction in data processing presently qualify for at least one-half of the 600 jobs available in the computer field.

The completion of this career cluster also provides an excellent background for the student who plans to attend a technical school or college, particularly those who plan to major in computer science or accounting.

Some of the career opportunities available to studnets completing this cluster are:

Operator Jobs

Accounting Machine Operator
Computer Console Operator
Computer Terminal Operator
Cryptographic Machine Operator
Data Typist
In-File Operator
Keypunch Operator
Photo-Composition-Keyboard Operator
Stock Control Operator
Teletype Operator
Terminal System Operator

Clerical Jobs

Card Filer
Coder
Data Distributor
Data-Entry Clerk
Data Examination Clerk
Data Processing Librarian
Magnetic Tape Handler
Payroll Clerk
Program Filer
Programmer
Proofreader
Statement Clerk

DATA PROCESSING/COMPUTER CLUSTER COURSES

Suggested Grade Level	Course Title
9	Beginning Typing
	Intermediate Typing
	Introduction to Business
	Business Mathematics
10	Same as Grade 9 **PLUS**
	Programming in Basic
	Introduction to Data Processing
	Advanced Typing
	Key to Card
	Key to Disc
	Recordkeeping
	Beginning Accounting
	Consumer Economics
	Business Law
	Office Simulations
	Lab Modules:
	Beginning Human Relations
	Electronic Printing Calculator
11-12	Business Computer Applications
	Advanced Accounting
	Business English
	Office Simulations
	Lab Modules:
	Records Management
	Marketing
	Sales
	Merchandising
	Advertising
	Advanced Human Relations
	Supervisory Skills
	CWE (Cooperative Work Experience)

WORD PROCESSING CLUSTER

A Division of Information Processing

Word Processing is a management tool which improves office efficiency. It combines people, procedures, and equipment to more effectively utilize human and economic resources in any type office environment, regardless of size.

Word Processing systems are designed to coordinate the performance of a variety of office tasks — including planning, researching information, telephoning, orginating written documents, typing, copying — to name a few. These systems have also changed the traditional roles of the executives and office workers who perform these tasks.

The primary tool of "Input" is dictation equipment. The author of the document puts ideas into words by recording them on a dictation unit or recorder which may be located at a nearby secretarial station or in a centralized area called a Word Processing Center.

The primary tools of "Output" for processing the documents are transcription units and keyboards with magnetic and/or memory technology. The office worker listens to the dictation and uses the keyboard to process original, repetitive, and revised documents more efficiently.

To reproduce typewritten documents for distribution, many offices use a copier.

Some of the career opportunities available to students completing this cluster are:

Automatic Electronic Typewriter Operator
Secretary
Clerk-Typist
Machine Transcriber
General Office Clerk
Stenographer

WORD PROCESSING CLUSTER COURSES

Suggested Grade Level	Course Titles
9	Beginning Typing
	Introduction to Business
	Intermediate Typing
10	Recordkeeping
	Beginning Shorthand
	Advanced Typing
	Speedwriting
	Lab Modules:
	Introduction to Data Processing
	Beginning Human Relations
	Electronic Calculator Operation
11-12	Business English
	Advanced Shorthand
	Machine Shorthand
	Lab Modules:
	Magnetic Tape Selectric Typewriter
	IBM Memory Typewriter
	CRT Equipment
	Machine Transcription
	Office Simulations:
	Lester Hill
	A La Carte
	Houston House
	Advanced Typewriting/Simulations
	Advanced Human Relations
	Optional: Business Law
	Optional Modules:
	Supervisory Skills
	Management in Office Simulations
	Dictation Techniques

INFORMATION PROCESSING CLUSTERS

(Recommended Program)

DATA PROCESSING	No. of Sem.	WORD PROCESSING	No. of Sem.
Typewriting	2	Typewriting	2
Records Management (LM) and Calculator Operation (LM)	2	Automatic Typewriter (LM) and Machine Transcription (LM)	1
Orientation to Business Careers (LM)	5-7	Business English	1
Job Applications (LM)		Orientation Business Careers (LM)	4-6
Introduction to Data Processing (LM)		Job Applications (LM)	
Programming in Basic		Office Simulations	
Business Computer App.		Records Management (LM)	
Accounting		Human Relations (LM)	
Human Relations (LM)		Dictation Techniques (LM)	
Electives:	0-2	Electives:	0-2
Business Administration Cluster		Data Processing Cluster	
Clerical Cluster		Secretarial/Stenographic Cluster	
Cooperative Work Exp.		Clerical Cluster	
Secretarial/Stenographic Cluster		Business Administration Cluster	
		Cooperative Work Exp.	
TOTAL SEMESTERS REQUIRED FOR INFORMATION PROCESSING CLUSTER CERTIFICATE	10		10

BUSINESS ADMINISTRATION CAREER CLUSTER

The business administration career cluster is designed to acquaint students with the various distributive service careers available in the American business system; strengthen background skills in communications, business math, and accounting; and introduce students to managerial and supervisory concepts.

It has been found that one of every three people in the American work force is employed somewhere within distributive service industries, ranging from food services to transportation. Many of these jobs are in managerial and supervisory positions. In order to fill jobs available in these industries, students should know themselves, have an awareness of careers available to them in business and distributive services, know job requirements, and know of their chances of advancement to higher job levels.

Some of the career opportunities available to students completing this cluster are:

DISTRIBUTIVE

- Accountant
- Actuary
- Advertising Worker
- Agent:
  - Bonding
  - Purchasing
  - Real Estate
  - Revenue
  - Travel
- Appraiser
- Arbitrator
- Auditor
- Bank Examiner
- Bookkeeper
- Broker
- Budget Officer
- Buyer
- Claims Representative
- Controller
- Coroner
- Credit Analyst
- Dispatcher
- Equal Opportunities Representative
- Executive Secretary
- Fashion Coordinator
- Inspector
- Investigator
- Lawyer
- Loan Officer
- Lobbyist
- Park Ranger
- Police Commissioner
- Property Disposal Officer
- Public Relations Worker
- Recruiter
- Sales Worker
- Sales Person
- Training Representative
- Underwriter
- Urban Planner
- Manufacturing and Wholesale Trade
- Marketing Research Worker

SUPERVISORY

- Administrative Asst.
- Assistant Manager
- Director:
  - Fund Raising
  - Industrial Relations
  - Motion Picture
  - News and Sports
  - Public Relations
- Manager:
  - Bank
  - Business
  - Circulation
  - City
  - Credit
  - Flight Control
  - Government Services
  - Hotel
  - Industrial Traffic
  - Labor Relations
  - Personnel
  - Promotion
  - Recreational Services
  - Transportation
- Resident Supervisor
- Superintendent
- Supervisor

BUSINESS ADMINISTRATION CLUSTER COURSES

Suggested Grade Level	Course Title
9	Beginning Typewriting
	Introduction to Business
	Business Math
10	Records Management
	Recordkeeping
	Office Simulations
	Lab Modules:
	Orientation to Business Careers
	Electronic Calculator Operation
	Reprographics
	Beginning Human Relations
	Taxes
	Introductory Data Processing
11-12	Beginning Accounting
	Advanced Accounting
	Consumer Economics
	Business English
	Business Law
	Programming in Basic
	Business Computer Applications
	Lab Modules:
	Advanced Human Relations
	Marketing Careers
	Sales
	Advertising
	Supervisory Skills
	Job Application
	Dictation Techniques
Optional:	Cooperative Work Experience
	Advanced Typewriting
	Key to Disc
	Key to Card

BUSINESS ADMINISTRATION CLUSTER

(Recommended Program)

Course	Semesters
Accounting	3
Business English	1
Orientation to Business Careers (LM)	4-6
Job Application (LM)	
Beginning Human Relations (LM)	
Advanced Human Relations (LM)	
Beginning Typewriting	
Business Mathematics	
Consumer Economics	
Introduction to Business	
Records Management	
Recordkeeping	
Electronic Calculator Operations (LM)	
Reprographics (LM)	
Taxes (LM)	
Introductory Data Processing (LM)	
Business Law	
Programming in Basic	
Marketing Careers (LM)	
Sales (LM)	
Advertising (LM)	
Merchandising (LM)	
Supervisory Skills (LM)	
Dictation Techniques (LM)	
Business Computer Applications (LM)	
Office Simulations: Lester Hill (LM)	
Clerical Cluster Courses	0-2
Information Processing Cluster Courses	
Secretarial/Stenographic Cluster Courses	
TOTAL SEMESTER HOURS REQUIRED FOR BUSINESS ADMINISTRATION CLUSTER CERTIFICATE	10

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL COURSE DESCRIPTIONS

BUSINESS CAREERS EXPLORATION

DESCRIPTION

Business careers exploration provides students with the opportunity to discover various careers available in the business field. The student will explore the world of work as it relates to personalities, attitudes, values, and interests. Hands-on projects are included in the following career areas: clerical, stenography, acccounting, data processing, and wholesaling/retailing.

LEARNING TIME

45-90 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Demonstrate skills generally useful in the world of work.
2. Practice effective work habits.
3. Make career decisions.
4. Demonstrate improved career capabilities.
5. Implement career plans.
6. Demonstrate positive attitudes and values toward work.

MODULE OUTLINE

A. A Look at Yourself
  1. What am I going?
  2. How are people different?
  3. Why do people work?

B. A Look at the World of Business

C. A Look at Careers in Business
  1. Clerical
  2. Secretarial
  3. Data processing
  4. Wholesaling and retailing

D. Exploring Careers in Business
  1. Accounting and bookkeeping
  2. Gregg shorthand
  3. Filing
  4. Mail handling
  5. Sales representative
  6. Grocery clerking
  7. Banking and credit

Materials included in sections A and B are the basic orientation to business career exploration. The remainder of the program may consist of either sections C, D, math or reading application modules, or any combination of these sections. This portion of the program lends itself to individualization.

CURRICULUM MATERIALS

Essential Materials

Career Education Program Vol. II, McKnight Publishing

Exploring Careers Program, South-Western, (6 booklets)

Real Life Reading Skills, Scholastic Book Services

Real Life Math Skills, Scholastic Book Services

Project Discovery, Southwest Iowa Learning Resources Center (hands-on projects)

Supplementary Materials

Exploratory Business, 5th Ed., McGraw-Hill

Career Comic Books, King Features

Job-O, CFKR Career Materials, 1974, (booklets)

World of Work, McGraw-Hill, Kit, (Set of 50 pamphlets)

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films

- Choosing a Job
- Identity (set)
- Is a Career in Clerical Work for You?
- Is a Career in Finance, Insurance, or Real Estate for You?
- Is a Career in the Hotel or Motel Business for You?
- Is a Sales Career for You?
- Making It In the World of Work
- Never Underestimate the Power of a Woman
- Planning Your Career
- Your Job:
  - Applying For It
  - Finding the Right One
  - Fitting In
  - Getting Ahead
  - Good Work Habits

Filmstrips/Cassettes

- Career Clusters: An Introduction to Related Occupations
- Career Clusters by Hoffman: Business/Clerical/Sales/Computer Tech
- Career Direction: High School as Tryout
- Career Discoveries Series
- Careers Unlimited
- Career Values: What Really Matters to You?
- Careers Without College
- Explore
- Exploring Careers Set: Marketing/Distribution and Business/Office
- Job Attitude Series
- Jobs in Data Processing: Computer Opportunities
- Key Career Exploration
- The Butterick Career Resource Center
- Women at Work: Choice or Challenge

MATH APPLICATIONS

DESCRIPTION

Math Applications is a module designed as a review to help students function effectively in the communities in which they live. Materials covered provide basic computation skills using problem-solving based on everyday situations.

LEARNING TIME

6-45 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Add, subtract, multiply, divided accurately and estimate.
2. Compute daily personal expenses.
3. Demonstrate an ability to manage money.
4. Demonstrate the ability to understand and apply math to various work related situations.
5. Demonstrate the ability to apply math to solve energy and money saving problems.

MODULE OUTLINE

A . Math Applications
  1. Basic facts
  2. Your daily expenses
  3. Managing your money
  4. Math on the job
  5. Energy and money savers
  6. Leisure math

CURRICULUM MATERIALS

Essential Materials

Real Life Math Skills, Scholastic Book Services

PERSONAL TYPEWRITING

DESCRIPTION

Personal Typewriting is an exploratory course designed to introduce typewriting through the use of the touch method. Skills are developed for personal use and to give the student a foundation for further studies in business.

LEARNING TIME

90 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Operate the keyboard by touch and with correct technique.
2. Demonstrate proper care and maintenance of the machine.
3. Type words, sentences, and paragraphs with accuracy, continuity, and minimal speed.
4. Type from printed, handwritten, and corrected copy.
5. Identify and correct errors.
6. Apply basic word division rules.
7. Demonstrate ability to center, arrange, and type personal notes, personal letters, and short reports.
8. Demonstrate ability to center copy vertically and horizontally.

MODULE OUTLINE

A. Basic Type Skills
   1. Correct techniques and machine adjustments
   2. Letter keys
   3. Figure and symbol keys
   4. Proofreading and correcting errors

B. Basic Personal Typing Applications
   1. Centering and tabulating
   2. Personal notes and letters
   3. Short reports and outlines
   4. Tables

CURRICULUM MATERIALS

Essential Materials

Personal Typewriting for Junior High Schools, 3rd Ed., South-Western Publishing Co.
Typing in Plain English, Fearon-Pitman Publishers, Inc.

READING APPLICATIONS

DESCRIPTION

Reading applications is a module designed as a review to help students function effectively in the communities in which they live. Materials covered provide basic information presented either through the printed word or graphically, or both.

LEARNING TIME

6-45 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Read and interpret signs, labels and directions on packages, cans, etc.
2. Demonstrate the ability to read, interpret, and follow directions.
3. Demonstrate the ability to read and correctly answer detailed questions on various application forms, and show how to fill them out.
4. Demonstrate the ability to use a dictionary.
5. Demonstrate the ability to read and understand various parts of a newspaper by correctly answering detailed questions
6. Demonstrate the ability to read advertisements critically by answering detailed questions.

MODULE OUTLINE

A. Reading Applications
   1. Reading signs and labels
   2. Following directions
   3. Reading and filling in forms and applications
   4. Using reference materials
   5. Reading newspapers
   6. Consumer education

CURRICULUM MATERIALS

Essential Materials

Real Life Reading Skills, Levin, Scholastic Book Services

HIGH SCHOOL COURSE DESCRIPTIONS

BEGINNING ACCOUNTING

DESCRIPTION

Beginning accounting introduces the complete fundamental accounting cycle, special systems for recording acccounting transactions, and special accounting topics related to all types of business, including an emphasis on merchandising business operations. A major aim is to prepare students for job entry positions. Practical applications of accounting principles are provided through the incorporation of business simulation sets with the usage of journals, ledgers, and business transactions. Topics involving payroll, interest, depreciation, and accruals are included.

LEARNING TIME

180 hours

Learning time may vary, depending upon individual student's ability.

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Write a brief definition of the fundamental accounting equation.
2. Classify assets, liabilities, and capital.
3. Examine, journalize, and post business transactions.
4. Prove the accuracy of posting.
5. Explain and utilize the six-column work sheet.
6. Prepare an income statement and balance sheet.
7. Close the ledger.
8. Apply basic accounting principles to a simple merchandising business.
9. Maintain a checking account and reconcile bank statements.
10. Explain and utilize the eight-column work sheet with adjustments.
11. Define the term "business data processing."
12. Discuss computer applications relating to payroll accounts receivable, and inventory.
13. Prepare and record a payroll, including deductions.
14. Describe and use the five special journals.
15. Describe and explain the petty cash account.
16. Perform necessary accounting for sales tax, bad debts, depreciation, notes, accrued income and expenses.

17 Describe basic accounting differences between single ownership, partnership, and corporation.

MODULE OUTLINE

A. Accounting Theory Fundamentals
   1. Starting an accounting system
   2. Recording an openng entry
   3. Posting the opening entry
   4. Debit and credit of business transactions affecting balance sheet accounts
   5. Debit and credit of income and expense transactions
   6. Journalize business transactions
   7. Posting
   8. Proving the accuracy of posting
   9. The income statement and balance sheet
   10. Closing the ledger
   11. Project — review and application of the accounting cycle in its simplest form

B. Single Ownership Accounting
   1. Journalizing transactions of a merchandising business
   2. Posting to the ledgers of a merchandising business
   3. Checking account and reconciliation of bank statements
   4. Eight-column work sheet with adjustments
   5. Financial statements for a merchandising business
   6. Adjusting and closing entries for a merchandising business
   7. Simulation — review and application of the accounting cycle with combination journal and subsidiary ledgers

C. Introduction to Data Processing and Payroll Systems
   1. Data processing systems
   2. Automated accounting systems: processing the chart of accounts and the opening entry
   3. Automated accounting systems: processing transactions and end-of-fiscal-period work
   4. Payroll records
   5. Payroll accounts, taxes, and reports
   6. Simulation — review and application of data processing and payroll principles

D. Special Journals, Sales Tax, Bad Debts, and Deprec
   1. Special journals: purchases and cash payments, four-column general journal
   2. Special journals: sales and cash receipts
   3. Cash register system and petty cash
   4. Sales tax and other sales and purchases systems
   5. Uncollectible accounts and valuation of accounts receivable
   6. Plant assets and depreciation
   7. Disposing of plant assets
   8. Simulation — review and application of special transactions and journals

E. Notes and Accruals, Introduction to Partnerships and Corporations
   1. Notes and interest
   2. Accrued income and accrued expense
   3. Partnerships
   4. Corporations
   5. Simulation — review and application of accounting principles

*Section E may be included in Advanced Accounting

CURRICULUM MATERIALS

Essential Materials

Century 21 Accounting, First Year Course, 2nd Ed., South-Western

Working papers and study guides for **Century 21 Accounting, First Year Course,** 2nd Ed. Achievement tests are available for a nominal fee upon request from South-Western.

Supplementary Materials

Business Simulation Sets, South-Western
"Quadrasonics"
"Village Garden Center — Pegboard Payroll System"
"New Horizons"
"Envirotrol"

Clerical Payroll Procedures, 7th Ed., (#51), Fuller, South-Western, Simulation

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films:

Data Processing Introductory Principles
Data Processing Occupations
Bookkeeping and You

Filmstrips/Cassettes

The Bookkeeping Process, SVE
Data Processing Sound Filmstrips, South-Western

ADVANCED ACCOUNTING

DESCRIPTION

Advanced accounting is designed to prepare students for entry-level accounting positions. Content is focused on accounting and business theory, stressing the "why" of accounting with coverage of such topics as corporations, partnerships, and cost accounting. Through the use of special problems, the student can apply accounting knowledge to merchandising and manufacturing-type businesses. The student will experience accounting and business management problems.

LEARNING TIME

180 hours

Learning time may vary, depending upon individual student's ability.

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Perform general accounting with a proficiency consistent with job-entry requirements of a bookkeeper or junior accountant.
2. Apply basic accounting principles to departmental and payroll accounting, partnership and control accounting, and corporate stocks and bonds accounting.
3. Demonstrate a fundamental knowledge of cost accounting as related to sales.
4. Explain the procedure of accounting for notes, drafts, trade acceptance, and various taxes.
5. Interpret financial reports.

MODULE OUTLINE *Section E, Beginning Accounting, may be included.

A. Partnership Accounting
   1. Accounting as an occupation
   2. Recording phase of accounting
   3. Summarizing and reporting phase of accounting
   4. Project—Review of accounting principles
   5. Forming a partnership
   6. Dividing partnership earnings
   7. End-of-fiscal-period work for a partnership
   8. Simulation—review and application of partnership accounting principles

B. Corporation Accounting
   1. Purchases and cash payments clerk
   2. Sales and cash receipts clerk
   3. Inventory control clerk
   4. Payroll clerk
   5. Departmentalized accounting
   6. Voucher system clerk
   7. Recording daily transactions
   8. Processing daily transactions and end-of-fiscal-period work
   9. Forming a corporation
   10. Acquiring capital for a corporation
   11. Financial analysis and reporting of a corporation
   12. Simulation—review and application of corporation accounting principles

C. Cost Accounting
   1. Cost accounting for a merchandising business
   2. Cost accounting for a manufacturing business
   3. End-of-fiscal-period work for a manufacturing business
   4. Accounting for uncollectible accounts
   5. Accounting for plant assets
   6. Accounting for prepaid and accrued items
   7. Accounting on a cash basis
   8. Simulation—review and application of cost accounting principles

D. Analyzing Accounting Data for Management Use
   1. Budgetary planning and control
   2. Accounting information for management decisions
   3. Analysis of financial statements
   4. Statement of changes in financial position

CURRICULUM MATERIALS

Essential Materials

Century 21 Accounting, Advanced Course, 2nd Ed., South-Western

Working papers and study guides for **Century 21 Accounting, Advanced Course,** 2nd Ed., South-Western. Achievement tests are available for a nominal fee upon request from South-Western.

Supplementary Materials

Business Simulation Sets, South-Western:
"Abrams and Silver"
"Custom Auto Center"
"Trade Winds Marine"
Transparencies, **Century 21 Accounting,** 2nd Ed., #8205, South-Western

ADVERTISING

DESCRIPTION

Advertising is designed to develop the skills, attitudes, and knowledge necessary for jobs in advertising and other marketing occupations. The course examines the nature and purposes of advertising medica, relates advertising to the job of the retail salesperson, demonstrates how to write effective advertising copy, and gives the students the opportunity to prepare an advertising layout.

LEARNING TIME

20 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify the major uses of advertising and select sample advertisements illustrating such uses.
2. Identify the contribution of various advertising media in the advertising program of a business firm.
3. Establish goals and select appropriate promotional media for consumer products.
4. Plan and write simple, direct copy which will arouse interest and belief in the product.
5. Apply a specific method of measuring the effectiveness of an advertising media to its audience.

MODULE OUTLINE

A. Advertising and the Student
B. Advertising Media
C. Advertising and Personal Selling
D. The Written Message
E. The Illustrated Message
F. Preparing Direct Mail Advertising
G. Planning an Advertising Campaign
H. The Advertising Campaign in Action
I. Selling Advertising Space and Time
J. Measuring Advertising Effectiveness

CURRICULUM MATERIALS

Essential Materials

Advertising, 2nd Ed., 1978, McGraw- Hill (text and record)

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films:

The Buy Line
Just Sign Here
Why Do You Buy?

ORIENTATION TO BUSINESS CAREERS

CLERICAL/SECRETARIAL-STENOGRAPHIC/ INFORMATION PROCESSING/BUSINESS ADMINISTRATION

DESCRIPTION

Orientation to Business Careers is an overview of the opportunities and programs available to students interested in business careers. The student becomes aware of the requirements necessary to enter specific careers and the programs available to reach the job goal.

LEARNING TIME

5 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Describe briefly the different career clusters:
    a. Clerical
    b. Secretarial-Stenographic
    c. Information Processing
    d. Business Administration
2. List five or more positions in a selected career area and explain the basic requirements for job entry.
3. Describe the business laboratory environment.

MODULE OUTLINE

A. Research Career Areas and Their Interrelationship
    1. Clerical
    2. Secretarial-Stenographic
    3. Information Processing
    4. Business Administration

B. Research One Specific Career Area in Depth
    1. Positions available
    2. Basic job-entry requirements
    3. Available training programs (content, time, ect.)
        a. High school
        b. College or vocational school
        c. On-the-job training

C. Tour of Business Laboratory
    1. Layout
    2. Procedures
    3. Equipment
    4. Materials

CURRICULUM MATERIALS

Supplementary Materials

Secretarial Office Procedures, 9th Ed., South-Western Unit 1; Unit 15, part 1, 4,5; Unit 6, part 1

Clerical Office Procedures, 6th Ed., South-Western, Unit 1; Unit 16, part 1, 4; Unit 3, part 4; Unit 10, part 1, 4

DOT Occupational Outlook Handbook

Century 21 Accounting, Beginning and Advanced Cources, South-Western, Preface

Exploratory Business, 4th Ed., McGraw-Hill

Job Sort—Career Education Guide, DODDS

General Business For Economic Understanding, South-Western, Unit 3

Word Processing, Prentice-Hall

Guide For Business Education, DODDS

Career Comic Books, King Features

World of Work Kit

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Introduction to Business and Office Careers, Kimbrell, McKnight
Butterick Career Resource Center
Career Clusters: An Introduction to Related Opportunities
Careers Unlimited
Careers Without College
Career Values — What Really Matters to You?
Jobs in Data Processing: Computer Opportunities
The Shipping and Receiving Clerk
The Insurance Agent
Assistant Purchasing Agent
Exploring Careers Set, SVE, The Secretary, The Computer Console Operator, Assistant Manager

BUSINESS COMPUTER APPLICATIONS

DESCRIPTION

Business Computer Applications is designed to help students utilize the computer through magnetically written procedures called "programs" stored on a floppy disc. Learning approaches include: drill and practice, problem solving, decision-making processes, simulations, and information retrieval.

LEARNING TIME

90 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. List and describe ways in which the computer is currently utilized in business.
2. Use the computer for drill and practice.
3. Use the computer to solve problems in the following areas:
    a. Depreciation
    b. Market analysis
    c. Simple and compound interest rates
    d. Saving and investment programs
    e. Loan amortization
    f. Determine optimum farm production given the factors of supply and demand
    g. Stock investment programs
    h. Billing and inventory programs
    i. Payroll programs
    j. Reservation programs
    k. Conversion programs (money, temperature, etc.)
4. Use the computer to prepare the following accounting records:
    a. General ledger
    b. Acccounts payable
    c. Accounts receivable
    d. Merchandise inventory
    e. Trial balance
    f. Worksheet
    g. Financial statements
    h. Schedule of accounts
5. Use the computer to run simulation exercises such as MARKET.

MODULE OUTLINE

A. Drill and Practice
B. Worksheet and Materials Generation
C. Problem Solving
D. Simulation
E. Information Retrieval

CURRICULUM MATERIALS

Essential Materials

To be provided by the Minnesota Education Computing Consortium. Contact regional computer eduction specialist.

Supplementary Materials

Programming in Basic for Business, Bosworth and Nagel, Sra, 1977

A Guided Tour of Computer Programming in BASIC, Dwyer and Kaufman, Houghton Mifflin Co., Boston

Flowcharting, McQuigg and Harness, Houghton Mifflin Co., Boston

BUSINESS ENGLISH

DESCRIPTION

Business English provides students with the communication skills they will need on the job. It provides training necessary for students to develop competence in each of the communication skills: Reading, writing, speaking, and listening. Students will learn to apply their speaking and writing skills to getting a job. In addition, students will be introduced to the language of business.

LEARNING TIME

45-90 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Apply principles of communication psychology to oral and written communications.
2. Demonstrate expanded vocabulary and effectively use word references.
3. Apply effectively the principles of grammar and punctuation.
4. Write effective routine and specialized letters.
5. Plan and write effective memos, reports,, minutes, and news releases.
6. Speak effectively through such activities as planning and giving a talk, meeting the public in person and by telephone, and participating in group discussions.
7. Write resumes and letters of application, reference, and acceptance.

MODULE OUTLINE

A. Communicating — The Psychology of Effective Communication
B. Developing Reading and Listening Skills
C. Improving Basic Word Skills — Words and Word References
D. Developing Language Skills
   1. Grammar
   2. Punctuation and punctuation style
E. Writing Messages That Get Results
   1. The craft of writing
   2. Planning and writing letters
   3. Memos, reports and other communications
F. Developing Speaking Skills — Effective Speaking
G. Communications to Get a Job

*In adapting the text, **Business English and Communication,** for use in the lab, selected units can be used.

****Business Correspondence/30** may be substituted for Part E of the module outline above.

CURRICULUM MATERIALS

Essential Materials

***Business English and Communication,** 5th Ed., Stewart, Lanham, Zimmer, Clark, Stead. Gregg/McGraw-Hill

Student Projects and Activities for Business English and Communication, tests, Gregg/McGraw-Hill

****Business Correspondence/30,** 2nd Ed., Fruehling and Bouchard. Gregg/McGraw-Hill, Inc.

Punctuation, A Programmed Approach, Perkins, South-Western Publishing Co.

Supplementary Materials

English Style Skill Builders, 2nd Ed., Cleary and Lacombe. Gregg/McGraw-Hill, Inc.

Intensive Clerical and Civil Service Training, 5th Ed., Fisher. South-Western Publishing Co.

BUSINESS LAW

DESCRIPTION

Business law is designed to help the student understand law and its enforcement as it applies to society and the individual. The course stresses the contractual obligations that arise out of bailment, commercial paper transactions, and utilization of real property.

LEARNING TIME

45-90 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Describe the development of our legal system, its changes, and its place in our society.
2. Demonstrate respect, understanding, and awareness of individual legal rights and responsibilities.
3. Distinguish between civil and criminal law.
4. Identify the basic elements of contracts.
5. Define bailment relationships.
6. Identify the basic elements of commercial paper, methods of transfer, and the rights and responsibilities of all parties.
7. Describe the legal rights and responsibilities of the tenant and/or owner of real property.

MODULE OUTLINE

A. Understanding the Law
   1. Law and society
   2. Law and the citizen
   3. Law and the minor

B. Enforcing the law
   1. Crimes
   2. Torts
   3. Law enforcement and the courts

C. Making Contracts
   1. How contracts are made
   2. Form of agreement
   3. Void and voidable agreements
   4. Legal agreeement
   5. Consideration
   6. Transfer and discharge
   7. Remedies for breach of contract

D. Understanding Personal Property and Bailments
    1. Personal property
    2. Mutual benefit bailments
    3. Special bailments

E. Using Commercial Paper
    1. Nature and kinds of commercial paper
    2. Elements of negotiability
    3. Transfer of commercial paper
    4. Rights of holders
    5. Liability of parties

F. Renting and Owning Real Property
    1. Real property
    2. Landlord and tenant
    3. Wills and intestacy

G. Looking at Law in the Future

CURRICULUM MATERIALS

Essential Materials

Applied Business Law, 11th Ed., South-Western

Workbook and tests for **Applied Business Law,** 11th Ed., South-Western

Business Law/30, 2nd Ed., Gregg/McGraw-Hill. Programmed text/workbook for use when the course is taught in the business lab

Supplementary Materials

Learning Activity Package, Unigraph Products:
- a. Consumer contracts
- b. Consumer rights and responsibilities

Audiovisual Materials

The following audiovisual materials may be available at you film center, learning resource center (LRC), or business lab.

Films:

Quiet House, Public Hours
The Voice of the Witness

Slides:

Contract Law (22 Slides), J. Weston Walch

BUSINESS MATHEMATICS

DESCRIPTION

Business mathematics applies fundamental mathematics skills essential for personal use as a consumer and/or entry-level jobs. The students reinforce their basic computational skills and apply these skills to banking, interest, payroll, installment buying, marketing, insurance, personal finance, and financial reports.

LEARNING TIME

90-180 hours (Career or mathematics credit)
45 hours — Business Lab Module

OBJECTIVES

Given the appropriate instructions and materials, the student will be able to:

1. Perform addition, subtraction, multiplication and division using whole numbers, fractions, aliquot parts, decimals, and percents.
2. Perform simple mental calculations accurately, whenever possible.
3. Apply short cuts in computing whenever possible.
4. Estimate common-sense answers for checking calculations.
5. Read and understand business problems and identify the mathematical processes needed for their solution.
6. Relate business mathematics terminology and problems to concrete business applications.

MODULE OUTLINE

180 hours:	A, B, C, D, E, F, G (Letters/numbers refer to outline below)
90 hours:	Basic Skills: A; B2, C1,2; E1, F2, G2 Career Oriented: A4; B1,2,3; C; D1,2; E1,3; F2; G Personal Use: A; B1; E1; F; G2
45 hours:	**Business Math/30** can be substituted for (*) areas in module below

A. Basic Math
- *1. Addition, multiplication, substraction, division
  - a. Skill
  - b. Estimation
- *2. Fractions
- *3. Decimals
- *4. Percents

B. Finance
- *1. Banking
- *2. Interest
- *3. Payroll
- *4. Installment

C. Business Support Services
  - *1. Data Processing
  - 2. Reporting information
  - 3. Transportation

D. *1. Retailing
  - *2. Wholesaling
  - *3. Sales and inventory records

E. Operations
  - 1. Measurement
  - 2. Building materials
  - 3. Service industries

F. Income Management
  - 1. Insurance
  - 2. Personal finance

G. Business Analysis
  - 1. Financial reports
  - 2. Costing procedures

CURRICULUM MATERIALS

Essential Materials

Math for Business Careers, McGraw-Hill

Business Math/30, 2nd Ed., McGraw-Hill

Business Mathematics for the Consumer, Laidlaw

Supplementary Materials

Learning Activity Package, Unigraph Products, (budgeting, comparison shopping, credit, financing, and insuring a car)

Intensive Clerical and Civil Service Training, 5th Ed., Part 3, (arithmetic)

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Consumer Education: Budgeting
Installment Buying
Retail Credit

Decimal Fractions
Metric System (The)
Money and Banking
Percentage
Retail Credit Buying
Shortcuts in Multiplication with Fractions
Understanding the Metric System (filmstrip)
Wise Use of Credit

ELECTRONIC CALCULATOR OPERATION

DESCRIPTION

Electronic Calculator Operation introduces the display and/or printing calculator for use in business and office occupations. The student achieves proficiency in mathematical computations using the touch system.

LEARNING TIME

20-45 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Demonstrate an occupational ability in touch operation.
2. Solve specific business problems.
3. Describe the value and importance of the calculator in business.
4. Demonstrate improved basic mathematical skills.
5. Demonstrate proper care of the calculator.

MODULE OUTLINE

A. Touch System and Keyboard
  1. Addition/subtraction
  2. Multiplication/division

B. Calculator Applications
  1. Accounts receivable
  2. Invoices
  3. Sales journals
  4. Payroll
  5. Commissions
  6. Markup/markdown
  7. Deposit slips
  8. Interest/notes

C. Care of the Machine

CURRICULUM MATERIALS

Essential Materials

Electronic and mechanical Printing Calculator Course, South-Western
Electronic Display Calculator Course, South-Western
Office machines Course, South-Western
10-Key Adding-Listing Machines, South-Western

Supplementary Materials

Machine Office Practice Set, South-Western
Clerical Office Procedures, 6th Ed., South-Western, Unit 10, Page 3
Secretarial Office Procedures, 9th Ed., South-Western, Unit 6, Page 3

CONSUMER ECONOMICS

DESCRIPTION

Consumer economics is designed to assist students in evaluating lifestyles and spending patterns in terms of recognized value and consciously chosen goals. It helps students learn to manage their finances and to survive and prosper in the marketplace. Economic, legal, and business concepts are examined only as they are relevant to making consumer decisions.

LEARNING TIME

45, 90, or 180 hours

This course may be taught as a one-semester, a full year, or a nine-week course. Teacher discretion should be used in selecting modules.

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Describe individual performance as a consumer in contrast with established consumer responsibilities in a basically free economy.
2. List future job opportunities.
3. Describe an individual resource management program in terms of values and goal attainment as well as economic security.
4. Describe the impact of consumer choices on personal finances, business, and the economy.
5. Demonstrate knowledge of criteria for judging consumer information and accuracy of promotions, advertising, and sales.
6. Write a proposal advocating consumer change.
7. Define and describe the role of the consumer in relationship to other roles such as worker, voter, citizen, family member, and student.
8. Identify and define appropriate uses of consumer credit.
9. Describe the effects of inflation and determine means to minimize its impact on personal goals.
10. Determine the adequacy of available housing.
11. Demonstrate an ability to assess savings and investment alternatives.
12. Demonstrate an ability to assess the adequacy of insurance coverage.
13. Demonstrate an ability to appraise potential purchases based on personal values and needs, income, use, quality, and price.

MODULE OUTLINE

A. Deciding, Planning, and Spending
   1. Decisions, decisions
   2. We're not all alike (goals)
   3. A road map for spending (budget)
   4. Food for thought (food)
   5. Togs, tags, and rags (clothes)
   6. All in a day's work (career)

B. The Consumer's World
   1. The market place (supply and demand)
   2. The shady side of the marketplace (fraud)
   3. Consumer power
   4. Citizen power

C. Buy Now, Pay Later
   1. Credit: What and why
   2. Shopping for credit
   3. The credit blues
   4. Inflation and you

D. Wheeling and Dealing
   1. Buying a used car
   2. Buying a new car
   3. Insuring your car
   4. Inflation and you

E. A Roof Over Your Head
   1. Where should I live?
   2. Tenant and landlord
   3. Buying your dream house
   4. New types of homes
   5. Urban decay and suburban sprawl

F. Your Health and Your Future
   1. Doctors and health insurance
   2. Your medicine chest
   3. Saving for sunshine and rain
   4. What if?. . .Life Insurance
   5. The golden years

G. Taxes
   (Reference "Taxes" Lab Module)

CURRICULUM MATERIALS

Essential Materials

Consumer Action, Houghton Mifflin Publishing Co.

Supplementary Materials

The Consumer in the Marketplace, 2nd Ed., Pitman Corp.
Consumer Sense, Coronet Instructional Materials, Chicago, (10 cassettes with student booklets)
Contemporary Consumer Series, McGraw-Hill
Family Financial Management, South-Western Publishing Co., (Kit)
Policies for Protection, How Life and Health Insurance Work, American Council of Life Insurance, Health Insurance Institute (free booklets)
Every Ten Minutes, Insurance Information Institute (free materials)

Audiovisual Materials

(Reference combined list for both Introduction to Business and Consumer Economics located in the Introduction to Business course description)

INTRODUCTORY DATA PROCESSING

DESCRIPTION

Introductory data processing explains the process and terminology of automation as it applies to record handling. A number of machines are described, but they are considered incidental to the process. Explaining the process, not the machines, themselves, is the primary purpose of this module. Each step is explained from the time a source document is prepared until a final report has been prepared automatically.

LEARNING TIME

45 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Describe in general terms how a computer system operates.
2. Identify changes that have taken place in processing data because of electronic computers.
3. Demonstrate skill in analyzing problems and laying out logical, step-by-step solutions as required by the computer.
4. Identify careers associated with information processing.

MODULE OUTLINE

A. Introduction to Data Processing
  1. Definition
  2. Tools
  3. Jobs and careers
  4. Systems

B. Manual-Mechanical Data Processing Systems

C. Automated Data Processing

D. Preparing Input Media for Automated Processing

E. Unit-Record System

F. Understanding Electronic Computers

G. Language System of the Computer and Information Storage

H. Solving Data Processing Problems with the Computer

I. Additional Computer Programs (Optional)

This module can be used with or without specialized equipment. Access to card or disc equipment and an electronic computer would be highly desirable but is not essential in meeting the goals of the course.

CURRICULUM MATERIALS

Essential Materials

Introductory Data Processing, An Intensive Course, 1973, South-Western (text)

Introductory Data Processing, A Practice Set, 1973, South-Western (projects)

Supplementary Materials

You Are A Data Processor, 1972, South-Western

Computers, People and Data, 1972, South-Western

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films

Data Processing Equipment Technician
Data Processing Introductory Principles
Data Processing Occupations
Data Processing Programmer
The Computer Revolution

Filmstrips/Cassettes

Computer Series II, Introduction to Computer Programming(Set of 6 with sound)

Computer Series III, Binary Number System (Set of 4 with sound)

Data Processing (Set of 7 with sound)

DICTATION TECHNIQUES

DESCRIPTION

Dictation techniques provides practical dictation skills for the inexperienced originator. The module is designed to train originators in various techniques of dictating, kinds and types of equipment being used, various word processing systems, and oral refinement of speech patterns.

LEARNING TIME

20-25 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify various word processing systems of "input" and "output."
2. Tape record dictation at varying speeds on availble equipment, using correct grammar, enunciation, and dictation.
3. Transcribe effectively from pre-recorded materials to become familiar with problems of transcriptionists.
4. Operate all available dictation equipment effectively.
5. Identify and explain operation of controls on available equipment.

MODULE OUTLINE

A. Dictation Overview and Explanation
   1. Course arrangement
   2. Lesson coverage
   3. leaning opportunities
   4. Vocabulary

B. Word Processing
   1. Concept
   2. Applications
   3. Equipment
   4. Telephone

C. Machine Dictation
   1. Dictation systems
   2. Procedures
   3. General guidance
   4. Grammar review

D. Dictation Practice
    1. Improving efficiency
    2. Visualization
    3. Dictation refinement
    4. Vocabulary—synonyms, antonyms

E. Communications Criteria
    1. Cooperative relationship
    2. Expressing ideas
    3. Effective correspondence
    4. Dictation — transcription

F. Transcription Development
    1. Recognizing problems
    2. Techniques improvement
    3. Transcription aids
    4. Punctuation

CURRICULUM MATERIALS

Essential Materials

Executive Dictation for Word Processing, Dictaphone Corporation

Supplementary Materials

Word Processing, A Comprehensive Training Program for Word Originators and Transcriptionists, ESP, Inc., to include: teacher guide, student workbook, library card kit, and swelve 60-minute cassettes.

The Art of Machine Transcription, IBM, Inc.

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films:

Word Processing: Dictation — Napoleon to Now
What's It All About?
Worries and Wonders

EXECUTIVE TYPEWRITER OPERATION

DESCRIPTION

Executive typewriter operation is a module designed to enable students to learn how to operate the IBM "Executive" Typewriter. this machine features proportional specing and many special keys and levers designed to considerably improve the image of the typed copy.

PREREQUISITES

Beginning typewriting

LEARNING TIME

10 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Demonstrate understanding of proportional spacing principles.
2. Display mastery of special Executive Typewriter levers and controls to include: Ribbon Position Lever, Expand Lever, Space Expand Lever, No Print Lever, and Repositioning Indicator.
3. Demonstrate understanding and use of justification feature for proper right margin alignment.
4. Arrange problem copy on the Executive Typewriter to include: business letters, tables, manuscripts, and business forms.
5. Demonstrate proper care of the Executive Typewriter to include ribbon changing.

MODULE OUTLINE

A. Introduction
   1. Typewriter position
   2. Typing posture

B. Spacing and Shift Keys
   1. Proportional spacing
   2. Shift key and shift lock

C. Special levers, Keys, and Stops
   1. Expand lever
   2. Typamatic keys
   3. Tab stops
   4. Symbol keys

D. Beginning Exercises
   1. Realigning copy
   2. Typing corrections
   3. Typing numbers
   4. Vertical centering

E. Special Features, I
   1. Partial carriage return
   2. typing leaders
   3. Centering columnar headings

F. Intermediate Exercises
   1. Typing cards
   2. Personalized touch control
   3. Typing roman numerals
   4. Typing outlines
   5. Justification
   6. Justification without a rough draft

G. Special Features, II
   1. Page-end indicator
   2. Multiple copy control
   3. Impression indicator

H. Advanced Exercises
   1. Manuscript typing
   2. Typing business letters
   3. Addressing envelopes
   4. Tabulation practices
   5. Transcription practice
   6. Timed writings

CURRICULUM MATERIALS

Essential Materials

Short Course For The IBM "Executive" Typewriter, IBM, to include 10 Magnabelts and teacher's guide.

IBM Executive Typewriter Operating Instructions, IBM.

BEGINNING HUMAN RELATIONS

DESCRIPTION

Beginning human relations stresses the importance of hygiene and good grooming to job success. It also develops an understanding of and an appreciation for human relations as well as an understanding of oneself. It develops the link between human relations skills and communications skills.

LEARNING TIME

10 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Outline a personal grooming program.
2. Demonstrate sensitivity to sound human relationships in the work environment.
3. Recognize and evaluate strengths and weaknesses of one's personality.
4. Recognize the importance of good human relations for effective communications.

MODULE OUTLINE

A . Personal Awareness
   1. Personal hygiene
   2. Grooming and dress

B . Understanding Human Relations
   1. Definition of human relations
   2. Development of human relations
   3. Success through human relations

C . Self-Understanding
   1. Who are you?
   2. What is important to you?
   3. Do you like yourself?
   4. Do others like you?
   5. Where are you going?

D . Human Relations and Communications
   1. Definition of communication
   2. Barriers to good communication and human relations
   3. The importance of good listening
   4. Official and unofficial communication

CURRICULUM MATERIALS

Essential Materials

Human Relations in Business, South-Western
Secretarial Office Procedures, 9th Ed., South-Western

Supplementary Materials

Sears Hidden Value Series, Sears, Roebuck & Co. Free record and filmstrip new each year, pamphlets available for a small fee.

World of Work Kit, Cooperative Work Experience or Career Information Center

Consult your human ecology department, health educator, cosmetology instructor, and the LRC specialist for additional materials.

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films

What Do We Look Like To Others?
Person To Person-Making Communications Work For You
Miss Teen Finds The Look She Likes, Milady Film

Records

Gregg Secretarial Training Records, Set One, Gregg/McGraw-Hill, Record #6, Side 1 & 2.

ADVANCED HUMAN RELATIONS

DESCRIPTION

Advanced Human Relations is designed to develop an understanding and appreciation of an individual's relationship with fellow employees, employers and customers.

LEARNING TIME

10 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Recognize human relation traits that are important for employees.
2. Recognize human relation traits that are important to employers.
3. Recognize human relation traits that are important when dealing with customers.
4. Develop workable solutions to human relations problems.
5. Describe the effect of human relations on morale in a business.
6. Demonstrate a knowledge of good human relations.

MODULE OUTLINE

A . Human Relations With Fellow Employees
    1. Being accepted
    2. Observing rules
    3. Carrying your own weight
    4. Developing tolerance
    5. Getting ahead while getting along
B . Human Relations With Employers
    1. Understanding an employer
    2. What an employer expects of employees
    3. Basic management styles of employers
    4. What it's like to be an employer
C . Human Relations With Customers
    1. Who is a customer?
    2. The importance of customers
    3. Why customers keep coming back
    4. How to deal with any customer
    5. Is the customer always right?
    6. "It's business, not personal"

CURRICULUM MATERIALS

Essential Materials

Human Relations in Business, South-Western, Units 3, 4, and 5.

Supplementary Materials

World of Work (kit), Cooperative Work Experience

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films

Your Job: Fitting In
Good Work Habits

Filmstrips/Cassettes

Effective Office Worker
Inter-Personal Development (advanced)
Job Attitude Series
The Changing Work Ethic

Other

Gregg Secretarial Training Records, Sets 1 and 2

INTRODUCTION TO BUSINESS

DESCRIPTION

Introduction to business is designed to develop an understanding of the everyday world of economics, labor, and insurance. It also develops the ability to select and use business goods and servicces and to manage personal business affairs. General math principles are applied to practical everyday business and personal situations. In addition, an exploration of careers and the world of work will be conducted.

LEARNING TIME

45, 90, or 180 hours

This course can be taught as a full year course, two semester courses with six units each, or 9-week courses with three units each. Teacher discretion should be used to select the modules.

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Explain the functions of marketing efficiency in obtaining and using goods and services.
2. Decribe the rights and responsibilities of a consumer.
3. Relate and demonstrate the importance of keeping financial records for personal and family use.
4. Identify the changing value of money and its effect on personal and family budgeting.
5. Explain the functions of banking and money and the use of banking services.
6. Explain the function and wise use of credit.
7. Identify the principles of savings and investing.
8. Explain the importance of available communication services
9. Describe the available travel services.
10. Identify the importance of various means of transportation in shipping.
11. Define and demonstrate economic citizenship through the study of business and the economic environment.
12. Explain the nature and functions of business and its impact on everyday life.
13. Describe how our economic system works, explain its problems and demonstrate a desire to help solve those problems.
14. Identify the world of work and compare career opportunities, career preparation, and job success and satisfaction.
15. Compare the use of insurance protection to the resulting economic risks.

MODULE OUTLINE

A . Your Economic World
    1. Meeting economic needs and wants
    2. Producing goods and services
    3. Checking economic progress

B . How Business Serves the Economy
    1. What businesses do
    2. Organizing for business
    3. Automating business activities
    4. Measuring with metric

C . Looking at Career
    1. Moving toward your career
    2. People in the working world
    3. Exploring careers in business

D . Being a Wise Consumer
    1. Your place as a consumer
    2. Finding consumer information
    3. Becoming a smart shopper
    4. Your consumer rights and responsibilities

E . Practical Money Management
    1. Deciding how to use your income
    2. Personal money management
    3. Family money management
    4. The changing value of money

F . Using Banking Services
    1. How banks serve you
    2. Opening a checking account
    3. Using personal checks
    4. How your checking account works
    5. Making payments by other means
    6. Cashing and depositing checks

G . Using Credit Wisely
    1. Meeting needs and wants with credit
    2. obtaining a loan
    3. Buying on credit
    4. Installment buying
    5. Keeping a good credit record

H . Insuring Against Economic Risks
    1. How insurance handles risks
    2. Insurance for vehicles
    3. Home and property insurance
    4. Life insurance
    5. Health insurance
    6. Insuring for income security

I . Saving and Investing
  1. Planning your savings
  2. Using a savings account
  3. Investing in stocks and bonds
  4. Investing in real estate

J . Moving Ideas, Goods, and People
  1. Communication and transportation
  2. Communication by telephone
  3. Communication by letter
  4. Transporting goods
  5. How Americans travel

K . Government, Labor and World Trade
  1. Government in the economy
  2. Paying for government services
  3. Labor's role in our economy
  4. Trading with other countries

L . Starting Your Career
  1. Planning what you will do
  2. Entering the working world

CURRICULUM MATERIALS

Essential Materials

General Business For Economic Understanding, 11th Ed., South-Western Publishing Co.

General Business For Economic Understanding, Activities and projects, tests and examinations, first and second semester (for above text)

Supplementary Materials

Consumer Education Resource Materials Kit, Geneva College, Dr. Stewart Lee (small fee)
Family Financial Management, 3rd Ed., South-Western (kit)
Forms In Your Future, Globe Book
Consumer Sense, Coronet
Learning Activity Package, Unigraph Products (Loose leaf lesson sheets in a holder: Advertising, budgeting, comparison shopping, consumer contracts, consumer rights and responsibilities, credit, financing and insuring a car, housing, inflation, recession, and labels on food and clothing)
Introduction To Business and Office Careers, McKnight
Exploratory Business, 6th Ed., McGraw-Hill
Introduction To Hospitality and Recreation Careers, McKnight
Real Life Reading Skills, Scholastic Book Service

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Combined audiovisual list for Introduction to Business and Consumer Economics

Films

- Banks and the Poor
- Big Day Tomorrow
- Consumer Education, Budgeting
- Consumer Education, Retail Credit Buying
- Consumer Protection
- How to Buy a Used Car
- I Want to Work For Your Company
- Just Sign Here
- Life Insurance (set of six films)
- Money and Banking
- Retail Credit Buying
- The Buy Line
- The Owl Who Gave A Hoot
- The Role of Money
- The Story of the Wholesale Market
- The Wise Use of Credit
- This is a Cooperative
- What We Look Like to Others
- Your Job: Applying For It
  - Finding the Right One
  - Fitting In
  - Getting Ahead
  - Good Work Habits
- Your Thirft Habits (2nd ed.)

Filmstrips/Cassettes

- Automobile Insurance
- Contempory Consumer Series, McGraw-Hill
- Insurance on the Home
- Money Management Series (set of 6 filmstrips)
- Our Market Economy
- So You Want to Use Credit
- So You Want Wheels
- The Exploited Generation
- The Great American Sale

Other

- Priorities, Decisions, Security (game)

JOB APPLICATIONS

DESCRIPTION

Job Applications provides experience in self-evaluation and techniques necessary for seeking a job, writing letters of application, interviewing, and taking employment tests.

LEARNING TIME

10-20 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify personal assets and information.
2. Identify locations of possible job opportunity information.
3. Produce a personal inventory, a data sheet, and letters of application and follow-up.
4. Complete an application form, employment test, and a personal interview.

MODULE OUTLINE

A . Salable Assets
  1. Personal inventory
  2. Data sheet

B . Job Opprotunities
  1. School placement office
  2. Friends/relatives
  3. Former employers
  4. Prospective employers
  5. Advertisements
  6. News items
  7. Employment agencies

C . Letters of Application/Enclosures
  1. Answering advertisements
  2. No known vacancy
  3. Out-of-town positions
  4. Followup to verbal request

D . Application Forms
  1. General information
  2. Specific information

E . Personal Interview
  1. Preparation
  2. Responses
  3. Simulated interview

F. Employment Tests
   1. Skill
   2. General knowledge

G. Followup
   1. Letter of thanks
   2. Request for results

CURRICULUM MATERIALS

Essential Materials

Scope Visuals 13 — Getting Applications Right, Scholastic Book Service

How To Find and Apply for a Job, South-Western

Supplementary Materials

Secretarial Office Practice, 9th ed., South-Western, Unit 14, parts 1, 2, 3, 4, plus supply inventory.

Clerical Office Procedures, 6th ed., South-Western, Unit 16, parts 1, 2, 3, plus supply inventory.

The Job You Want — How To Get It, K25, South-Western

Forms In Your Future, Globe Book

The Job Book: How to Find and Keep a Job, SCOPE job sheets 1, Scholastic Book Services

Civil Service Tests for Typists, 1969 ed., McGraw-Hill

Intensive Clerical and Civil Service Training, K92, South-Western

World of Work Kit

Career Information Series, McKnight, Cooperative Work Experience Coordinator

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films

Three Young Men — Job Interview
Three Young Women — Job Interview
Your Job: Applying For It
            Finding The Right One
Choosing a Job

Filmstrips/Cassettes

How to Get a Job
Careers in the 70's — Finding Yourself, Then Your Job

The school video-tape recorder may be used to film interviews and then play back for emphasis.

KEY TO CARD

DESCRIPTION

Key to Card is designed for students who have basic typing skills which will be applied to computer data preparation. Emphasis is placed on exercises in card-punch control and operation.

LEARNING TIME

20-40 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Explain in general terms the relationship of the keypunch to the computer.
2. Describe the procedure necessary to punch cards.
3. Operate a keypunch machine to accurately and efficiently punch cards.

MODULE OUTLINE

A . Introduction to the Keypunch
B . Keypunch Control Commands
C . Keypunch Characteristics
D . Procedure for Keypunch Operation
E . Keypunch Exercises

CURRICULUM MATERIALS

Essential Materials

Keypunch Training Course, Kit plus workbooks, Bux, 3rd ed., South-Western Publishing Co., 1975

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Jobs in Data Processing (6 sound filmstrips), Coronet, Chicago, IL

KEY TO DISC

DESCRIPTION

Key to disc data entry is designed for students who have basic typing skills which will be applied to computer data entry. Computer-supported screen formats facilitate this rapid data entry. Emphasis is placed on exercises in file creation and record addition and deletion.

LEARNING TIME

20 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Explain in general terms the relationship of the computer to disc files.
2. Operate a terminal (CRT or TTY) to retrieve and execute a data entry.
3. Describe in general terms the structure of a disc file.
4. List the procedures necessary to establish a disc file.
5. List the procedures necessary to update an existing disc file.
6. Efficiently enter data at high speed.

MODULE OUTLINE

A . Introduction to Computer Supported Disc Files
B . Computer Control Commands
C . Terminal Characteristics
D . Data Entry Exercises for Establishing Disc Film and for Updating Disc Files
E . Structure of Disc Files
F . Computer Programs for Data Entry

CURRICULUM MATERIALS

Essential Materials

Contact your regional computer education specialist

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resources center (LRC), or business lab.

Jobs in Data Processing (6 sound filmstrips), Coronet, Chicago, IL

MACHINE TRANSCRIPTION

DESCRIPTION

Machine transcription is a word processing "output" system designed to speed the transferral of ideas to typewritten communications. This course provides the fundamental knowledge and skills required for use and operation of transcribing machines in the preparation of typewritten copy. The student will transcribe from recording machines using a typewriter.

PREREQUISITES

1. Knowledge and skill in the use of the typewriter.
2. Knowledge of various business documents, styles, formats, and typing procedures.
3. Skills in the language arts.
4. Basic skills in proofreading.

LEARNING TIME

20 hours — basic
40 hours — advanced

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Prepare the transcribing unit for use.
2. Transcribe directly from the transcription unit, using a typewriter.
3. Prepare the following business material in mailable form, using the transcribing machine:
    a. One- and two-page letters in appropriate styles.
    b. Manuscripts
    c. Office forms
4. Edit a typed rough draft, using appropriate proofreader's marks.

MODULE OUTLINE

A . Introduction

B . Business Communication and the Dictating Machine System

C . The Dictating-Transcribing Machine

D . Skills and Secretarial Practice

E . General Business Communication

F . Secretarial Development

G . Communications

1. Transportation
2. Advertising and publishing
3. Government
4. Education
5. Banking and insurance
6. Data processing
7. Medicine
8. Law
9. Automotive industry
10. Science and engineering
11. Social service and welfare
12. Metals·industry

CURRICULUM MATERIALS

Esstential Materials

*One of the following three programs may be used:

Secretarial Practice Course, Dictaphone Corporation, to include: teacher guide, student workbook, and individual secretarial course cassettes.

Transcription Skills for Word Processing, IBM, Inc., to include: teacher guide, student guide, and 34 prerecorded magnabelts.

Word Processing, A Comprehensive Training Program for Word Orginators and Transcriptionists, (advanced) ESP, Inc., to include: teacher guide, student workbook, library card kit, and twelve 60-minute cassettes.

Supplementary Materials

Word Processing, 1977, Prentice-Hall

MAGNETIC TAPE SELECTRIC TYPEWRITER (MTST) OPERATION

DESCRIPTION

MTST operation is a word processing "output" system designed to speed the transferral of ideas to typewriter communication. This unit of instruction is designed to provide the knowledge and skills of operating the MTST by the intermediate and advanced typist.

PREREQUISITES

1. Knowledge and sill in the use of the IBM Selectric Typewriter.
2. Knowledge of various business documents, styles, formats, and typing procedures.
3. Skills in the language arts.
4. Skills in proofreading and editing.

LEARNING TIME

25 hours — One Tape Station
45 hours — Two Tape Station

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Operate all functions of the MTST to include:
   a. Record and playback
   b. Installation and removal of tapes
   c. Coding
   d. Line returning, underscoring, and centering
   e. Batch recording
   f. Revision of material in play mode
   g. Play and transfer — two station only
   h. Revisions in adjust mode
   i. Transfer in adjust mode — two station only
   j. Record and playback text and indented materials
   k. Record and playback projects of more than one page
2. Produce mailable documents efficiently and productively.
3. Demonstrate skills and knowledge in processing a variety of business documents which can be transferred to other keyboards with magnetic/memory technology.
4. Demonstrate proper care and maintenance of the MTST to cinlude ribbon changing.

MODULE OUTLINE

*This outline can be used for either the one- or two-tape station training by simply observing the asterisk (*) which indicates training for two-station only. a separate manual is available for each training program.

A . Introduction to Magnetic Tape Selectric Typewriting
    1. Typewriter
    2. Console
    3. Capabilities and limitations
    *4. One Station and Two Station
B . Review of the Keyboard
C . Record and Playback
D . Revision in Play
E . *Play Transfer
F . Revisions in Adjust
G . *Adjust Transfer
H . *Transferring a Second Time
I . *Copy Revisions
J . Text and Indented Materials
K . Projects of More Than One Page

CURRICULUM MATERIALS

Essential Materials

IBM Magnetic Typse Selectric Typewriter, One Tape Station, IBM, Inc.

IBM Magnetic Tape Selectric Typewriter, Two Tape Station, IBM, Inc.

What Happened?, Pamphlet, IBM, Inc.

Supplementary Materials

Word Processing, 1977, #93650-4, resource text

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films:

Word Processing—What's It All About?
Word Processing—Worries and Wonders

MARKETING CAREERS

DESCRIPTION

Marketing Careers is designed to assist students with career planning by providing situations for exploration of the increased opportunities in servicce businesses. The course stresses self-assessment, identifies rewards and satisfactions from work and employer expectations, examines distributive industries, and assists students in selecting a career field aligned with their interests and aptitudes.

LEARNING TIME

20 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify the needs, rewards and satisfaction in work.
2. Identify what employers expect from workers in service industries.
3. Recognize the economic importance and growth prospects in each service industry.
4. Describe the important aspects of each service industry.
5. Evaluate personal interests and prospects for success in each service industry.

MODULE OUTLINE

A . Chances for Success in Marketing
B . Job Choice and Your Employers
C . Apparel and Accessories
D . Home Furnishings
E . Automotive Industry
F . Food Marketing and Food Service
G . Hardware, Building Materials, Farm and Garden Supplies
H . Marketing Services
I . Finding Jobs in Marketing

CURRICULUM MATERIALS

Essential Materials

Careers in Marketing, 2nd ed., McGraw-Hill, 1978

Autiodvisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films:

Careers in the 70's, Doubleday
Choosing a Job
Hey, What About Us!, Indiana University
Is a Career in the Service Industries for You?
Listen, Listen
Making It in the World of Work

IBM MEMORY TYPEWRITER OPERATION

DESCRIPTION

IBM memory typewriter operation is a word processing "output" system designed to speed the transferral of ideas to typewritten communications. This module of instruction provides in-depth training on all functions and procedures of the IBM memory typewriter.

PREREQUISITES

1. Knowledge and skill in the use of the IBM "Selectric" typewriter.
2. Knowledge of various business documents, styles, formats, and typing procedures.
3. Skills in the language arts.
4. Skills in proofreading and editing.

LEARNING TIME

4-24 hours (See individual modules)

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Operate all functions of the IBM memory typewriter.
2. Produce mailble documents efficiently and productively.
3. Demonstrate skills and knowledge in processing a variety of business documents which can be transferred to other keyboards with magnetic/memory technology.
4. Demonstrate proper care and maintenance of the IBM memory typewriter to include ribbon changing.

MODULE OUTLINE

There are four skill levels available to be considered in training an operator on the IBM memory typewriter.

Module #1—Acquintance Level 4 hours

A. Basic Functions From the Training Manual
   1. Typing
   2. Playback
   3. Storing
   4. Recalling
   5. Revisions

Module #2—Basic Level 9 hours
(Includes Module #1—4 hours)

A . Basic Functions (Module #1) Training Manual
B . Logging and Filing, Part II, #1, Training Manual
C . Repetitive Letters, Part II, #5, Training Manual
D . Practice, Sample Projects, Unit I, SD

Module #3—Intermedial Level 15 hours
(Adequate for entry level jobs) (Includes Module #1—4 hours)

A . Basic Functions (Module #1) Training Manual
B . Logging and Filing, Part II, #1, Training Manual
C . Repetitive Letters, Part II, #, Training Manual
D . Multiple-Page Projects, Part II, #2, Training Manual
E . Tabular Projects, Part II, #3a, Training Manual
F . Practice, Sample Projects, Unit I, SD

Module #4—Advanced Level 24 hours
(Includes Module #1—4 hours)

A . Basic Functions (Module #1) Training Manual
B . Logging and Filing, Part II, #1, Training Manual
C . Repetitive Letters, Part II, #5, Training Manual
D . Multiple-Page Projects, Part II, #2, Training Manual
E . Tabular Projects, Part II, #3a, Training Manual
F . Decimal Tabulation, Part II, #3b, Training Manual
G . Standard Paragraphs, Part II, #6, Training Manual
H . Indented Materials, Part II, #4, Training Manual
I . Reverse Index, Part II, #7, Training Manual
J . Practice, Sample Projects, Unit I—SD, II—SD

CURRICULUM MATERIALS

Essential Materials

IBM Memory Typewriter Operating Instructions, IBM, Inc.
IBM Memory Typewriter Sample Projects, IBM, Inc.
IBM Memory Typewriter Teacher's Guide, IBM, Inc.

Supplmentary Materials

Word Processing, 1977, #93650-4, resource text

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films:

Word Processing—What's It All About?
Word Processing—Worries and Wonders

MERCHANDISING

DESCRIPTION

Merchandising is designed to acquaint students with the buying and pricing functions of merchandising. These functions include planning ways to get the right merchandise to customers at the right time, at the right place, in the right amounts, and at the right prices.

LEARNING TIME

20 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify the positions within a firm that include the seven functions of buying.
2. Identifying the specific activities associated with each buying function.
3. Identify and differentiate between unit control systems.
4. Identify the factors considered by a buyer in setting retail prices
5. Identify the pricing technique that would result in the largest volume of sales for a given product.
6. Determine the latest trend in marketing a specific product or service.

MODULE OUTLINE

A . Merchandising as a Career
B . Planning for Profits
C . Controlling the Budget Through Unit Control
D . Choosing the Product and Timing the Purchase
E . Choosing the Vendor and negotiating the Buying Contract
F . Pricing Strategy
G . Controlling and Managing the Stock
H . Selling and Promoting the Merchandise
I . Merchandising: Policies, Practices, and Trends

CURRICULUM MATERIALS

Esstential Materials

Merchandising, 2nd ed., 1978, McGraw-Hill, Inc.

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films

The Story Of The Wholesale Market
What Is A Corporation?
Is A Career In The Hotel Or Motel Business For You?

OFFICE SIMULATIONS

DESCRIPTION

Office Simulations, not to be confused with individual student simulations, are designed to give students an opportunity to view the actual flow of work in an office. Students are able to perceive the importance of their individual positions and how they relate to the whole office structure. Interaction among the student "employees" is important in giving them experience in learning how to deal and work with other people. Organization of time, decision-making with regard to work priorities, and neat and correct work are stressed.

LESTER HILL OFFICE SIMULATION

This 45-90 hour office simulation accommodates 6 to 30 students. As students assume a variety of office jobs in a fictitious company, they develop and apply a wide range of **clerical skills,** acquire a broad range of occupational experiences by rotating through different office positions and departments, and undergo realistic patterns of interaction with one another, just as office workers do on the job. The simulation also familiarizes students with the standards and behavior expected of them in business and serves as an ideal transition from classroom to office.

A LA CARTE ENTERPRISES

This 45-90 hour **advanced** module office simulation is designed to **refine and integrate secretarial and clerical skills** and general office procedures. Accommodating from 6 to 15 students, it offers opportunities for interaction within a realistic business setting. Rotating through a variety of responsible office positions, students learn to develop the decision-making, organizational, and human relations skills essential to a successful career. A knowledge of shorthand for handling the secretarial office positions is recommended but not essential.

LEARNING TIME

45-90 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Apply business knowledge and skills to various office activities.
2. Perform various tasks available in a modern business office.
3. Demonstrate an understanding of the work flow process found in a typical business office.
4. Demonstrate an understanding of company organization and general policies found in a typical business office.
5. Apply effective communication skills in dealing with other office employees as well as customers.
6. Display a better understanding of the decisionmaking process with regard to work priorities.
7. Detect and correct errors before the information is disseminated.

CURRICULUM MATERIALS

Essential Materials

Lester Hill Office Simulation, Supply Room, #35462-6, Krawitz/McGraw-Hill. To include Employees Guide, #35461-8, and Employer's Guide (Teacher Manual) #35463-4

A La Carte Enterprises, 1976, File Cabinet, #71182-8, Witherow/McGraw-Hill. To include Office Manual, #54266-X, and Administrative Manual #54267-8.

A La Carte Enterprises, Telephone Input Cassettes, 1976, #87620-7, McGraw-Hill.

PROGRAMMING IN BASIC

DESCRIPTION

Programming in BASIC provides a knowledge of data processing from the use of a terminal to understanding that programming is growing increasingly important at all levels of business. This beginning programming in BASIC course uses the computer to solve typical business problems. As students learn BASIC, business procedures are studied.

LEARNING TIME

90 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Explain the steps required to run a BASIC program on a computer.
2. Operate a terminal (CRT or TTY) to call up and execute a library program.
3. Describe in general terms how a computer works.
4. Define the appropriate computer terms.
5. List the sequence of events involved in using a computer to solve a business problem.
6. Create a flow chart outlining a program to be written in BASIC.
7. Write and run a computer program in BASIC.
8. Demonstrate an awareness of job opportunities in the field of information processing.

MODULE OUTLINE

A . Introduction to the Computer Systems and BASIC
B . BASIC Program Elements and Structure
C . Flow charting Procedures
D . The Commands END, PRINT, and REM
E . The Commands READ/DATA, RESTORE, and INPUT
F . The Command LET
G . The Commands GOT TO, IF/THEN
H . The Commands FOR/NEXT
I . Subscripted Variable and DIM
J . Functions and Subroutines
K . String Variables
L . PRINT USING and TAB
M . Data Files
N . Case Application Problems and Programming Projects

CURRICULUM MATERIALS

Essential Materials

programming in BASIC for Business, Bosworth and Nagel, SRA, 1977

A Guided Tour of Computer Programming in BASIC, Dwyer and Karyman, Houghton Mifflin, Boston

Flow Charting, McQuiff and Harness, Houghton Mifflin, Boston

RECEPTION AND COMMUNICATION SERVICES

DESCRIPTION

The Reception and Communications Services area is designed to familiarize students with telephone procedures, handling of incoming and outgoing mail, format for telegraphic communications, and techniques for communicating with the public.

LEARNING TIME

30 hours

OBJECTIVES

Given the appropriate instructions and materials, the student will be able to:

1. Demonstrate what constitutes appropriate behavior in relation to business associates.
2. Demonstrate that a respect for the individual, a helpful disposition, and a belief that people appreciate cooperation and courtesy are all important attitudes for meeting the public.
3. Differentiate between written letter sent via the postal service and messages sent almost simultaneously using the telephone, telegram, or Telex equipment and when to use each type.
4. Answer the telephone courteously and attentively.
5. Describe the range of telephone services available, the rate structure, and where to find information in the telephone directory.
6. Describe the various postal services available and where and how to find this information.
7. Handle incoming and outgoing mail promptly and carefully.
8. Select the most efficient and economical method of mailing and/or shipping.
9. Assign priorities to incoming and outgoing mail.

MODULE OUTLINE

A . Meeting the Public
  1. Receiving callers
  2. Oral communications in business

B . Using Communications in Business
  1. Handling incoming calls
  2. Handling outgoing calls
  3. Using special equipment
    a. Switchboard
    b. Touch-tone telephone
    c. Key telephone
    d. Speakerphone
    e. Automatic dialing telephone
    f. Mobile telephone
  4. Using special services
    a. Special long-distance calls
    b. Teletypewriter service
    c. Domestic telegraph service
    d. International telegraph services

C . Using Mail and Shipping Services
  1. Handling incoming mail
  2. Handling outgoing mail
  3. Volume mail
  4. Air and surface shipping

CURRICULUM MATERIALS

Essential Materials

The Receptionist, South-Western, (office job simulation) May be used as a substitute for the module above)

Clerical Office Procedures, 6th ed., South-Western, Units 5, 6, 9, plus supply inventory.

Secretarial Office Procedures, 9th ed., South-Western Units 7, 8, 9, plus supply inventory.

Intensive Clerical and Civil Service Training, 5th ed., South-Western, lessons 2, 3, and 4.

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films

A Manner Of Speaking
If An Elephant Answers
Invisible Diplomats
Person To Person — Making Communications Work For You

Filmstrips/Cassettes

Effective Office Worker

Other

Telephone Techniques For The Secretary (27 slides and cassettes)

Secretarial Training Records, Gregg/McGraw-Hill

RECORDKEEPING

DESCRIPTION

Recordkeeping is designed to acuaint students with the many aspects of creating and processing accurate records in the areas of cash receipts, payroll, cash payments, accounts receivable, credit accounts, collections, petty cash funds, and banking. Students are provided with sound preparation for business careers and an excellent foundation for further study. Recordkeeping should not be equated with accounting; it is not designed to replace accounting nor is it a simplified accounting course.

LEARNING TIME

90-180 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify and classify basic business documents.
2. Describe methods and procedures used in recordkeeping for business and personal use.
3. Identify and describe the following records:
   a. Cashier
   b. Petty cash
   c. Bank statement
   d. Retail sales
   e. Purchase and stock
   f. Wholesale sales
   g. Payroll
   h. Receipts and payments
   i. Budget
4. Apply the basic clerical-computational skills common to the recordkeeping required in such office and sales occupations as cashier, sales clerk, stock clerk, payroll clerk, owner of a small business, general office worker, posting clerk, and other entry-level clerical positions.

MODULE OUTLINE

(First Semester)

A . Introduction to Recordkeeping
B . Basic Skills
C . Cashier Records
D . Banking Records
E . Petty Cash Records
F . Personal Records
G . Retail Sales Records

(Second Semester)

A . Purchasing Department Records
B . Wholesale Sales Department Records
C . Payroll Department Records
D . Small Retail Business Records

(Business Lab Module—45 hours per module)

A . Cash Records
B . Wholesale and Retail Sales Records
C . Payroll Records
D . Small Retail Businesses and Purchasing Department Records

CURRICULUM MATERIALS

Essential Materials

Practical Recordkeeping, 4th ed., South-Western

Working papers and supplementary problems for **Practical Recordkeeping,** Units 1-6 and 7-10, tests, South-Western

General Recordkeeping, McGraw-Hill

Supplementary Materials

Essential Business Forms and Practice, Rowe
Model Office Practice, 2nd ed., McGraw-Hill
Open Road Cyclery, South-Western (practice set)
Business Simulation Set, South-Western
Family Financial Management, South-Western, (practice set)
Projects in Clerical Recordkeeping, South-Western
Village Garden Center, Pegboard Payroll System, South-Western
Houston House, Gregg/McGraw-Hill (office simulation) Central File, Office Supplies, Employees Handbook for above
Clerical Office Procedures, 6th ed., South-Western
Secretarial Office Procedures, 9th ed., South-Western,

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Filmstrips/Cassettes

Understanding the Metric System (3)

RECORDS MANAGEMENT

DESCRIPTION

Records management develops knowledge and skills in the use of various filing systems and methods of records control. The student is introduced to the alphabetic, geographic, numeric and subject filing systems.

LEARNING TIME

20-45 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Demonstrate the systems for alphabetic, numeric, subject, and geographic filing.
2. Identify and use various reference books.
3. Describe the types of equipment for card and correspondence filing systems.
4. Apply skills to fundamentals of record control and filing.
5. Describe the mechanized and electronic phases of filing and records control.
6. Define the procedures of maintaining and improving filing systems and recognize the importance of records management.

MODULE OUTLINE

A . Filing and Finding Business Records
  1. Nature and scope of alphabetic filing
  2. Alphabetic indexing of personal names
  3. Alphabetic indexing of business and geographic names
  4. Alphabetic indexing of names and organizations, government agencies, and subjects.

B . Alphabetic Correspondence Filing
  1. Alphabetic correspondence filing
  2. Requisition, charge, and follow-up controls
  3. Transfer and storage controls
  4. types of alphabetic filing systems

C . Other Filing Systems and Procedures
  1. Geographic systems and procedures
  2. Numeric systems and procedures
  3. Subject systems and procedures

D . Records Management
  1. Card records and systems
  2. Equipment and systems in records control
  3. Data processing and microfilming
  4. Maintaining and improving records control systems

CURRICULUM MATERIALS

Essential Materials

Business Filing and Records Control, 4th ed., Bassett and Goodman, South-Western Publishing Co.

Office Filing Procedures, Bassett and Goodman, South-Western Publishing Co.

Supplementary Materials

The Gregg Reference Manual, 5th ed., Gregg/McGraw-Hill

Intensive Clerical and Civil Service Training, 5th ed., Fisher, South-Western Publishing Co., Part IV, Sec. C.

Clerical Office Procedures, 6th ed., Pasewark/Oliverio, South-Western Publishing Co.

Secretarial Office Procedures, 9th ed., Oliverio/Pasewark, South-Western Publishing Co.

Dictionary

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Business Filing, Filmstrip, Coronet

REPROGRAPHICS

DESCRIPTION

Reprographics is the term which refers to all duplicating and copying processes. This course emphasizes the following reprographic processes: photocopying, fluid duplicating, stencil duplicating, and offset duplicating.

LEARNING TIME

3-45 hours (see modules)

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Select the appropriate duplicating method based upon cost, maximum efficiency, and number of copies required.
2. Prepare masters for duplication.
3. Operate each machine using proper techniques to obtain optimum clarity.
4. Perform necessary machine maintenance.

PROTOCOPIER MODULE OUTLINE 3 hours

A. Type of Copiers
   1. Electrostatic
   2. Infrared

B. Plan the Job
   1. Assemble the supplies
   2. Plan the layout

C. Prepare the Master

D. Copy Production
   1. Prepare machine
   2. Run copy
   3. Place machine in inoperative position
   4. Clean work area

FLUID DUPLICATING MODULE OUTLINE 10 hours

A . Features of Stencil Duplicator

B . Plan the Job
   1. Assemble the supplies
   2. Plan the layout
   3. Prepare typewriter

C . Prepare the Stencil
   1. Correct errors
   2. Proofread

D . Copy Production
   1. Prepare machine
   2. Run Copies
   3. Place machine in inoperative position
   4. Store or discard stencil

E . Artwork
   1. Assemble the supplies and equipment
   2. Prepare a guide copy
   3. Prepare stencil
   4. Prepare machine
   5. Run copies
   6. Place machine in inoperative position
   7. Clean work area
   8. Store or discard stencil

OFFSET DUPLICATION MODULE OUTLINE 20 hours

A . Features of Offset Duplicator

B . Plan the Job
  1. Assemble the supplies
  2. Plan the layout
  3. Prepare the typewriter

C . Prepare the Master
  1. Corrections
  2. Proofread

D . Operate the Duplicator
  1. Assemble supplies
  2. Prepare duplicator
  3. Duplicate copies
  4. Offset clean-up
  5. Place the duplicator in inactive position

E . Artwork
  1. Assemble the supplies and equipment
  2. Prepare a guide copy
  3. Prepare a master
  4. Duplicate copies
  5. Clean-up
  6. Place the duplicator in inactive position

CURRICULUM MATERIALS

Essential Materials

Duplicating Machine Processes, 2nd ed., South-Western

Expendable Supply Pack for AB DICK Offset Duplicator Model 310 or Model 326, AB DICK

Expendable Supply Packe for AB DICK Electrostatic Copier, Model 675, AB DICK

Supplementary Materials

Clerical Office Procedures, 6th ed., South-Western
Secretarial Office Procedures, 9th ed., South-Western
Graphic Communication, McKnight

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Filmstrips/Cassettes

Offset Printing:
  Preparing the Direct Image Master
  Operating the AB DICK 326, Part 1
  Operating the AB DICK 326, Part 2

SALES

DESCRIPTION

Sales is designed to prepare students with skills necessary for selling jobs. The course defines selling, gives an overview of how a sale is made, identifies buying motives, stresses product knowledge, and explores the selling process in depth.

LEARNING TIME

20 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify the qualities of a good salesperson.
2. Identify and define five stages of a sale.
3. Define the major buying motive.
4. Demonstrate a knowledge of the selling process.

MODULE OUTLINE

A . Why Selling is Important
B . How a Sale is Made
C . Understanding Prospects and Customers
D . Using Product Knowledge
E . Beginning the Sale
F . Making an Effective Demonstration
G . Overcoming Sales Resistance
H . Closing the Sale
I . Building a Sales Personality

CURRICULUM MATERIALS

Essential Materials

Basic Selling, 2nd ed., Ernest and Dorr, Gregg Division McGraw-Hill, 1978

Audiovisual Materials

The following audiovisaul materials may be available at your film center, learning resource center (LRC), or business lab.

Films:

Is a Sales Career for You?
Why Do You Buy?
Careers in the 70's, Doubleday

SUPERVISORY SKILLS

DESCRIPTION

Supervisory skills provides students with an opportunity to examine in depth the job of a supervisor. it also helps them develop those competencies needed to plan and organize work, train and evaluate employees, and serve as a communications link between management and employees. This course should be taken in conjunction with Advanced Human Relations.

LEARNING TIME

25 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. List the various types of business organizations.
2. Describe the role that sound management principles play in the successful operation of the various types of businesses.
3. Explain the importance of business ethics.
4. List various duties of a supervisor with respect to managerial duties and non-mangerial duties.
5. List and explain elements of effective leadership within an organization.

MODULE OUTLINE

A . Supervisory Responsibilities
B . Job Satisfaction
C . Setting Goals
D . The Decisionmaking Process
E . Training an Employee
F . Conducting Meetings
G . Supervising an Employee
H . Building Morale

CURRICULUM MATERIALS

Essential Materials

Supervisory Skills In Marketing, Lucy Crawford, Occupational Manuals and Projects in Marketing Series, text-workbook, McGraw-Hill.

Supplementary Materials

Reference the following modules:

- Orientation to Business Careers
- Marketing Careers
- Advanced Human Relations
- Sales
- Advertising
- Merchandising
- Dictation Techniques

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films

- I Want To Work For Your Company
- Money And Banking
- Retail Credit Buying
- The Role Of Moneyh
- The Story of the Wholesale Market
- This Is A Cooperative
- What We Look Like To Others
- Your Job:
  - Applying For It
  - Finding The Right One
  - Fitting In
  - Getting Ahead
  - Good Work Habits

Filmstrips/Cassettes

- Our Market Economy

BEGINNING SHORTHAND

DESCRIPTION

Beginning shorthand is designed to help a student become competent in skills, knowledge, and attitudes which enable entry into initial stenographic positions or to use these competencies as a basis for further instruction in a third and fourth semester. Beginning shorthand introduces theory, dictation, and practice. The course includes brief forms, phrases, punctuation, and business vocabulary building. Students who elect beginning shorthand for the purpose of acquiring a skill to be used as a vocational tool should demonstrate a sound background in English, skill in typing, a keen interest in learning shorthand, and personal traits required for office work.

PREREQUISITES: Beginning Typewriting

LEARNING TIME

180 hours

OBJECTIVES (First Semester)

Given the appropriate instruction and materials, the student will be able to:

1. Transcribe in longhand/typewriter 25 teacher-written shorthand outlines of previously studied words in 5 minutes with 80 percent, or better, accuracy.
2. Transcribe in longhand/typewriter 25 dictated words and/or phrases of previously studied vocabulary in 5 minutes with 80 percent, or better, accuracy.
3. Transcribe in longhand/typewriter 25 dictated brief forms of previously studied material in 5 minutes with 95 percent, or better, accuracy.
4. Transcribe in longhand/typewriter textbook related material dictated at predetermined rates of speed of 100-120 words for 3 minutes with 95 percent, or better, accuracy.
5. Transcribe in longhand/typewriter from dictation for 3 minutes from practiced material, (40-60 wpm) within 15 minutes with a minimum of 95 percent accuracy.
6. Transcribe in longhand/typewriter from homework notes at the rate of 15 wpm with a minimum of 95 percent accuracy.
7. red from homework notes at 60 wpm with 100 percent accuracy for 1 minute.

OBJECTIVES (Second Semester)

Given the appropriate instruction and materials, the student will be able to:

1. Transcribe at the typewriter new, unpreviewed material dictated for 3 minutes at 60 wpm within 30 minutes with 95 percent, or better, accuracy.
2. Transcribe at the typewriter from homework notes for 5 minutes with a speed of 25 wpm, or better, and a minimum of 95 percent accuracy.
3. Read from homework notes at 90 wpm for 1 minute with 100 percent accuracy.
4. Transcribe within 15 minutes with 95 percent accuracy from practiced material dictated for 3 minutes at 60-80 wpm (100-120 word letters).
5. Transcribe within 15 minutes with 95 percent accuracy from practiced material dictated for 5 minutes at 50-70 wpm (100-120 word letters).
6. Spell and punctuate correctly transcription from plate notes and/or from dictated material with a minimum of 95 percent accuracy.

MODULE OUTLINE First Semester

A . Introduction of Theory
B . Introduction of Brief Forms
C . Reading Practice
D . Building Transcription Skills
E . Writing Practice
F . Career Information
G . Building Dictation Speed
H . Review of Principles of English Grammer

MODULE OUTLINE Second Semester

A . Review of Theory
B . Review of Brief Forms
C . Improvement of Reading Skills
D . Improvement of Transcription Skills
E . Improvement of Writing Skills
F . Building Dictation Speed
G . Review of Principles of English Grammar

*NOTE: A suggested formula for computing 95 percent accuracy—

$$\text{Error rate in percent} = \frac{\text{Number of words transcribed incorrectly}}{\text{Number of words per minute x number of minutes}}$$

CURRICULUM MATERIALS

Essential Materials

Gregg Shorthand, Series 90, (text) Gregg/McGraw-Hill to include student transcript, student workbook, and key to workbook.

Gregg Dictation and Introduction to Transcription, (text) Gregg/McGraw-Hill, to include student transcript, student workbook, and key to workbook.

Supplementary Materials

Gregg Shorthand Most-Used Words and Phrases, Series 90, 1978, Gregg/McGraw-Hill

Gregg Shorthand Dictionary, Series 90, 1978, Gregg/McGraw-Hill

Speed-Dictation with Previews in Gregg Shorthand, Series 90, 1978, Gregg/McGraw-Hill

Records for Gregg Shorthand, Series 90, Gregg/McGraw-Hill

Student Dictation Records from Gregg Dictation and Introduction to Transcription, Series 90, Gregg/McGraw.

Phrase-Letter Records from Gregg Dictation and Introduction to Transcription, Gregg/McGraw-Hill

ADVANCED SHORTHAND

DESCRIPTION

The advanced shorthand program should enable a student to acquire the degree of vocational skill which will facillitate entry into secretarial or stenographic careers upon graduation from high school or serve as a basis for further study in a post-secondary institution. Advanced shorthand concentrates on developing dictation and transcription speed and accuracy, and refines those skills, knowledges, and attitudes developed in beginning shorthand.

PREREQUISITES: Beginning Shorthand

LEARNING TIME

180 hours

OBJECTIVES First Semester

Given the appropriate instruction and materials, the student will be able to:

1. Take dictation at the rate of at least 80 wpm for 3 minutes with a minimum of 95 percent accuracy.
2. Transcribe directly from notes, using the typewriter, at a rate of 25 wpm for 3 minutes with a minimum of 95 percent accuracy.
3. Trascribe mailable letters using composition skills, when necessary.
4. Read from homework notes at the rate of 125 wpm for 1 minute with 100 percent accuracy.
5. Correctly punctuate a 25-item objective test within 15 minutes with a minimum of 95 percent accuracy.
6. Correctly spell 50 words (taken from practiced material) within 10 minutes with a minimum of 95 percent accuracy.
7. Correctly proofread and retype in mailable form a given exercise within 30 minutes with a minimum of 95 percent accuracy.

MODULE OUTLINE First Semester

A . Theory Review
    1. Formation of words
    2. Brief forms and high-frequency words

B . Review of English Mechanics

C . Dictation
    1. Use unfamiliar as well as familiar materials
    2. Preview for speed building
    3. Introduce office-style dictation
        a. 30 seconds to 5 minutes
        b. 80-100 wpm and up

D . Transcription
    1. Refine present techniques for maximum efficiency
    2. Stress proofreading competency
    3. Emphasis on error-free transcripts

CURRICULUM MATERIALS

Essential Materials

Gregg Transcription Series 90, 1978, Gregg/McGraw-Hill includes student transcript, student workbook, and key to workbook.

Supplementary Materials

Gregg Shorthand Most-Used Words and Phrases, Series 90, 1978, Gregg/McGraw-Hill

Gregg Shorthand Dictionary, Series 90, 1978, Gregg/McGraw-Hill

Speed Dictation with Previews in Gregg Shorthand, Series 90, Gregg/McGraw-Hill

Student Dictation Records from Gregg Dictation and Introduction to Transcription, Series 90, Gregg/McGraw-Hill

Phrase-Letter Records from Gregg Dictation and Introduction to Transcription, Series 90, Gregg/McGraw-Hill

The Gregg Reference Manual, 5th ed., Sabin, Gregg/McGraw-Hill

OBJECTIVES Second Semester

Given the appropriate instruction and materials, the student will be able to:

1. Transcribe new, unpreviewed material dictated at 100 wpm for 3 minutes with a minimum of 95 percent accuracy.
2. transcribe practiced material dictated at 100-140 wpm for 3 minutes with a minimum of 95 percent accuracy.
3. Transcribe practiced material dictated at 80-120 wpm for 5 minutes with a minimum of 95 percent accuracy.
4. Transcribe 50 dictated brief forms with 100 percent accuracy.
5. Correctly punctuate a 25-item objective test within 10 minutes with a minimum of 95 percent accuracy.
6. Correctly spell 50 words (taken from practiced material) within 10 minutes with 100 percent accuracy.
7. Correctly proofread and retype in mailable form a given exercise within 20 minutes with a minimum of 95 percent accuracy.

MODULE OUTLINE Second Semester

A . Continue Theory Review

C . Dictation
  1. Sustained dictation
  2. Wider range of speeds (100-140)
  3. Increase difficulty of office-style dictation
  4. Introduce specialized shorthand vocabulary; e.g., medical, legal. etc.

C . Transcription
  1. Stress errorless transcripts
  2. Production testing
  3. Begin use of "cold" homework for transcribing
  4. Emphasize decisionmaking skills for office-style dictation

CURRICULUM MATERIALS

Essential Materials

Gregg Speed Building, Series 90, 1978, Gregg/McGraw-Hill to include student transcript, student workbook, and key to workbook.

Gregg Shothand Most-Used Words and Phrases, Series 90, Gregg/McGraw-Hill

Gregg Shorthand Dictionary, Series 90, 1978, Gregg/McGraw-Hill

Student Dictation Records from Gregg Dictation and Introduction to Transcription, Series 90, Gregg/McGraw-Hill

MACHINE SHORTHAND

DESCRIPTION

Machine shorthand requires approximately the same number of class hours for learning theory and machine operation as any other shorthand system. Machine shorthand necessitates the automation of keyboard locations for letters and combinations of letters. Students who elect machine shorthand for the purpose of acquiring a skill to be used as a vocational tool should demonstrate a sound background in English, skill in typing, a keen interest in learning shorthand, and personal traits required for office work.

PREREQUISITES

Beginning Typewriting

LEARNING TIME

180 hours

OBJECTIVES First Semester

Given the appropriate instruction and materials, the student will be able to:

1. Transcribe 25 dictated words and/or phrases (previously studied) within 5 minutes and with a minimum of 80 percent accuracy.
2. Transcribe 25 dictated touch shorthand abbreviations (previously studied) in 5 minutes with a minimum of 95 percent accuracy.
3. Transcribe text-related material dictated at predetermined rates of speed (letters of 100-120 words) for 3 minutes with a minimum of 95 percent accuracy.
4. Transcribe from dictation for 3 minutes from practiced material (60-80 wpm) within 15 minutes with a minimum of 95 percent accuracy.
5. Transcribe from text plate notes at the rate of 15 wpm with a minimum of 95 percent accuracy.
6. Read from text plate notes at the rate of 60 wpm with 100 percent accuracy for 1 minute.

MODULE OUTLINE First Semester

A . Introduction of Keyboard
B . Introduction of Correct Posture and Position at the Machine
C . Introduction of Machine Parts and Upkeep of Machine
D . Introduction of Touch Shorthand Abbreviations
E . Vocabulary Builders
F . Introduction of Transcription Techniques
G . Review of English Skills (Punctuation, Capitalization, and Spelling)
H . Review of Letter Styles and Abbreviations

OBJECTIVES Second Semester—**Dictation**

Given the appropriate instruction and materials, the student will be able to:

1. Trascribe new, unpreviewed materials dictated for 3 minutes at 80 wpm within 30 minutes with a minimum of 95 percent accuracy.
2. Transcribe from notes for 5 minutes with a speed of 25 wpm, or better, a minimum of 95 percent accuracy.
3. Read from notes at 90 wpm for 1 minute with 100 percent accuracy.
4. Transcribe within 15 minutes with 95 percent accuracy from practiced material dictated for 5 minutes at 80-100 wpm using 100-120 word letters.
5. Transcribe within 15 minutes with 95 percent accuracy from practiced material dictated for 5 minutes at 70-90 wpm using 100-120 word letters.
6. Spell and punctuate correctly transcription from plate notes and/or from dictated material with a minimum of 95 percent accuracy.

MODULE OUTLINE Second Semester—**Dictation**

A. Review of Theory

B. Review of Touch-Shorthand Abbreviations

C. Dictation at Varying and Increasing Rates of Speed and for Longer Periods of Time

D. Review of English Skills

E. Review of Transcription Techniques

F. Review of Typing Concepts

*NOTE: A suggested formula for computing 95 percent accuracy—

$$\text{Error rate in percent} = \frac{\text{Number of words transcribed incorrectly}}{\text{Number of words per minute x number of minutes}} \times 100 =$$

CURRICULUM MATERIALS

Essential Materials

Computer-Compatible Touch Shorthand, Keyboard and Theory, 1976, Stenograph, Book 1. Includes teacher's manual, supplementary dictation for Book 1, and instruction/dictation cassettes, Channel A (slow speed)

Computer-Compatible Touch Shorthand, Skill Development and Transcription, 1976, Stenograph, Book 2. Includes teacher's manual, supplementary dictation for Book 2, dictation tapes, Channel A (slow speed)

Stenographic Dictionary, Stenograph

Audiovisual Materials

The following audiovisual materials may be available at your film center, learning resource center (LRC), or business lab.

Filmstrip/Record

A Touch Shorthand System Is Born

SPEEDWRITING

DESCRIPTION

Speedwriting is designed to provide the necessary skills to meet vocational objectives for stenographers, secretaries, and other office professionals as well as provide a useful note-taking method for school and general use. The speedwriting system uses the letters of the alphabet and familiar punctuation marks to represent sounds. Students who elect speedwriting for the purpose of acquiring a skill to be used as a voccational tool should demonstrate a sound background in English, skill in typing, a keen interest in learning shorthand, and personal traits required for office work.

LEARNING TIME

90 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Take unfamiliar dictation at a minimum rate of 80 words per minutes for 3 minutes at 95 percent accuracy.
2. Transcribe speedwriting at a rate of at least 15 words per minutes for 3 minutes at 95 percent accuracy.
3. Demonstrate an ability to read and write correctly the standard abbreviations used in speedwriting.
4. Demonstrate an ability to read and write correctly the standard brief forms of speedwriting.
5. Demonstrate an improved business vocabulary.
6. Correctly construct new outlines (symbols).
7. Demonstrate improved English, spelling, and punctuation for purposes of accurate transcription.

MODULE OUTLINE

Each lesson is composed of the following:

A . Introduction and/or Review of New Principles
B . Thorough Explanation of the Principles
C . Vocabulary Illustrating Applications of the New Principle(s)
D . Practice Exercises in Speedwriting to Illustrate Realistic Applications of the New Principle(s)
E . Transcription Exercises Using the New Principle(s)
F . Mnemonic Aids to Learning

CURRICULUM MATERIALS

Essential Materials

Principles of Speedwriting, 2nd ed., **Landmark Series,** #0-672-98001-0, Bobbs-Merrill Education Publishing

Landmark Dictionary, #0-672-98358-3

Teacher's manual for **Principles of Speedwriting,** 2nd ed., Bobbs-Merrill Education Publishing

Audiovisual Materials

Theory Tapes (Cassettes) for Speedwriting, #0-672-98027-4

TAXES

DESCRIPTION

The module, taxes, is designed to develop an understanding of the reasons for taxes and their role in our society. The module also develops the ability to prepare accurate tax forms. Information about careers with the Internal Revenue Service and in the accounting field are included

(See module outline for possible usage in other courses.)

LEARNING TIME

13 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Describe the history of taxation and the role of taxes in our society.
2. Describe the federal budget process.
3. Describe individual rights and responsibilities as a taxpayer.
4. State the purpose of a social security number.
5. Explain when and where to file a federal income tax return.
6. Prepare Forms 1040 and 1040A and Schedule A.
7. Determine the correct tax, using the tax tables.
8. Explain various positions available with the Internal Revenue Serice.
9. Explain where to get information about careers in accounting.

MODULE OUTLINE

A . Our Federal Tax System
B . Information on Form 1040A
C . Tax Information for Your First Job
D . Form 1040 and Schedule A.
E . Additional Income Tax Information
F . Tax Terms
G . Taxes and Your Future

All, or part of the module may be included in the following courses at the discretion of the teacher: Introduction to Business, Consumer Economics, Recordkeeping, Records Management, Accounting, Business Computer Applications, and as a separate module in the Clerical and Business Administration Clusters.

CURRICULUM MATERIALS

Essential Materials

Understanding Taxes, Text/Workbook, Department of the Treasury, Internal Revenue Service, **Publication 21.** Available free upon request
Understanding Taxes, Teacher's Guide, **Publication 19**
Publication 17

Supplementary Materials

Careers in Taxation, booklet
Wall posters of enlarged tax forms
Transparencies made from forms in teacher's guide (must be prepared by instructor)

Audiovisual Materials

The following audivisual materials may be available at your film center, learning resource center (LRC), or business lab.

Films

- Your Income Tax
- Federal Taxation

BEGINNING TYPEWRITING

DESCRIPTION

Beginning typewriting is designed to develop basic typewriting skill for both personal and occupational application. The course is composed of keyboard familiarity, technique refinement, and speed/control development. Emphases is also placed on learning the correct procedures involved in typing the various business letters, forms, reports, and tables.

LEARNING TIME

180 hours

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Demonstrate correct posture and position at the typewriter.
2. Demonstrate correct key stroking, operation of service keys, and other typewriter mechanisms.
3. Demonstrate complete automatization of the typewriter keyboard, including number and symbol keys.
4. Demonstrate stroking facility on stright-copy and problem-copy material.
5. Demonstrate stroking accuracy on straight-copy and problem-copy material.
6. Orginiate copy at the typewriter; to think and typewrite simultaneously.
7. Demonstrate the ability to arrange problem copy: business letters, tables, manuscripts, outlines, and other forms of business papers with vertical and horizontal centering.
8. Demonstrate mastery of information which would include spacing before and after punctuation marks, typing of numbers, capitalization, uses of punctuation forms, and typing book and magazine titles and articles.
9. Demonstrate mastery of the techniques of proofreading and correcting errors.
10. Demonstrate proper typewriter care, including ribbon changing.
11. Demonstrate ability to type forms involved in applying for a job.
12. Attain a typing speed of 30 wpm with two errors, or less, on a 5 minute straight-copy timing.

FIRST SEMESTER MODULE OUTLINE

A . Basic Typing Operations

1. Introduction of parts of the machine
2. Introduction of proper typing posture
3. Introduction of keyboard
4. Introduction of key-stroking patterns
5. Improvement of speed and control
6. Introduction of number keys
7. Introduction of centering
8. Introduction to composition
9. Introduction of symbol keys
10. Introduction of proofreading techniques
11. Introduction of personal communications — erasing, word-division rules, manuscripts, personal letters, envelopes.

B . Introduction to Business Typing

1. Business letters and envelopes
2. Carbon packs
3. Simple tables
4. Outlines, short reports, footnotes

SECOND SEMESTER MODULE OUTLINE

A . Personal and Professional Typewriting
  1. Improvement of speed and control
  2. Improvement of keystroking techniques
  3. Improvement of composition skills
  4. Improvement of grammar skills
  5. Building sustained production skills: personal and business letters, manuscripts, reports, tabulations.

B . Improvement of Professional Typewriting Skills
  1. Speed and accuracy emphasis
  2. Special office applications: statistical rough draft, interoffice memos, index card mailing list, envelopes, two-page letters, reports, tables, invoices, minutes of meetings, appointment schedules, speeches, itineraries, applications for employment, personal data sheets, justification of right margins

CURRICULUM MATERIALS

Essential Materials

Century 21 Typewriting, 2nd ed., complete course, Lessenberry, South-Western Publishing Co.

Typewriting Drills for Speed and Accuracy, 3rd ed., Rowe, McGraw-Hill.

Laboratory Materials, Cycles 1 & 2 for Century 21 Typewriting. Tests, teacher's manual, and keyboard chart for above.

Supplementary Materials

Applied Office Typing, a Practice Set in Clerical Typing, 4th ed., text-workbook, Frisch, McGraw-Hill.

Snow Country, Typewriting Practice Set, Reynolds, South-Western.

The Clerk-Typist, Indio Paper Co., Inc., Shinn, South-Western.

Shadow Mountain Lodge Practice Set.

INTERMEDIATE TYPEWRITING

(REVIEW TYPEWRITING)

DESCRIPTION

Intermediate typewriting concentrates on reviewing the basic skills and bringing students up to a level of proficiency whereby they can succeed in advanced typing. Due to the unique nature of the DoDDS school system, where we experience a transient student body, it is recognized that a problem may exist whereby typing students have missed or not mastered certain basic skills. Teachers are encouraged to either individualize an intermediate or review typing program for these students in the business lab so that they may be encouraged to continue in the business area or, where the school population warrants, add a special class section for these students. Credit may be given for this course according to the local school policy.

LEARNING TIME

90-180 hours

Teacher discretion would be used to detemrine which materials and time frame to use.

OBJECTIVES

(See Beginning Typewriting)

CURRICULUM MATERIALS

(See Beginning Typewriting)

ADVANCED TYPEWRITING

DESCRIPTION

Advanced typewriting is vocational in nature. It reviews and reinforces previous learning, reconstructs and extends keystroking skills, improves skill transfer, expands related knowledges, enlarges problem know-how, increases manipulative dexterity, and develops high competence in typing jobs of increasing difficulty and more stringent performance demands. This course also places the student under intensive time pressure to improve basic and production skills and places students in a realistic office setting to complete the job tasks that vary in length, complexity, and in amount of guidance provided—tasks that approach as nearly as possible those typed in actual offices in business, industry, and institutions.

PREREQUISITES: Beginning Typewriting

LEARNING TIME

90-180 hours

OBJECTIVES First Semester

Given the appropriate instruction and materials, the student will be able to:

1. Type 40 wpm from straight copy with no more than 2 errors in 5 minutes.
2. Type in mailable form:
   a. Business letters
   b. Business letters using special size stationery
   c. Business letters with special features
3. Type manuscripts and reports in finished form.
4. Type a variety of business forms and special business communications.
5. Arrange and type statistical information into tables.
6. Type memos, letters, and reports that include alphanumeric data.
7. Make corrections on finished copy.

OBJECTIVES Second Semester

Given the appropriate instruction and materials, the student will be able to:

1. Type 45 wpm from straight copy with no more than 2 errors in 5 minutes.
2. Type various letters, memos, reports, forms, and other business communications found in typical and specialized offices.
3. Interpret directions and make decisions to produce finished advanced typewriting tasks.
4. Increase speed and accuracy in typing production materials.
5. Apply in realistic business situations the basic knowledge, skills, and concepts they have previously learned.

MODULE OUTLINE First Semester

A . Improving Typewriting Competence
  1. Basic skills review
  2. Letter, table, and report competence

B . Office Communications Skills
  1. Business letters using special size stationery
  2. Business letters with special features
  3. Special business communications

C . Data Communications Skills
  1. Tabular report processing
  2. Alphanumeric communications processing
  3. Business forms processing

MODULE OUTLINE Second Semester

A . Improving Basic Production Skills
  1. Basic/letter skills
  2. Basic/report skills
  3. Basic/forms and tabulation skills

B . Functional Office Simulations
  1. Administrative office typing
  2. Sales/purchasing office typing
  3. Finance office typing
  4. Executive office typing
  5. Employment acitivity typing

C . Specialized Office Simulations
  1. Reprographic office typing
  2. Insurance office typing
  3. Technical office typing
  4. Legal office typing
  5. Medical office typing

*In lieu of the textbook acitivities listed in the module outline, the supplemental typing simulations (listed below) may be used particularly as a substitution for the second semester acitivities.

CURRICULUM MATERIALS

Essential Materials

Century 21 Typewriting—Complete Course, 2nd ed., Lessenberry, Crawford, Erickson, Beaumont, Robinson, South-Western Publishing Co.

Workbook for **Century 21 Typewriting—Complete Course,** Cycles 3 and 4, 2nd ed., South-Western Publishing.

Tests for Cycles 3 and 4 and Placement Test #2

Supplementary Materials

Executive Offices of america, McIntosh and Welter, South-Western Publishing Co., (plus cassette).

Tower Typing, Ivarie, Gregg/McGraw-Hill, Inc.

The Legal Secretary, Freeman, Rosa, and Arnold, McIntosh and Welter, South-Western Publishing Co., (cassettes)

Typewriting Office Practice, 5th ed., Atkinson, South-Western Publishing Co.

Typing Medical Forms, Siegfried, Gregg/McGraw-Hill, Inc.

Medical Typing Practice, 2nd ed., 1968, Root, Gregg/McGraw-Hill, Inc.

Civil Service Tests for Typists, 1969 ed., Mulkerne, McGraw-Hill, Inc.

The Secretary On The Job, 1976, Witherow, Gregg/McGraw-Hill, Inc.

Also reference simulations in Beginning Typing

DODDS

Business Education

Certificate of Proficiency

____

having satisfactorily completed the course of study in

____

as prescribed by the Department of Defense Dependents Schools at

____

is awarded this certificate of proficiency on this ____ day of ________ 19__

______________________ ______________________ ______________________

Director *Principal* *Instructor*

SUGGESTED GUIDELINES FOR INDIVIDUALIZING INSTRUCTION FOR HIGH SCHOOL EDUCATION IN OFFICE OCCUPATIONS*

DEFINITION—INDIVIDUALIZED INSTRUCTION

★ Instruction is student-paced

★ Accomplishments are individually checked (one-to-one basis with the student)

★ Repetition until mastery level is reached

★ Multiple learning resources are utilized: visual, audio, printed material, teacher, other students. (Student uses those that work best for him/her.)

★ Teacher is present to offer assistance, act as counselor, resource person, inspriation, motivator, evaluator, and to devise instrucctional programs as well as to define work to fit the needs of individual students

★ Students are motivated to learn to accept responsibility for their learning

★ Group work can be done as well as individual work

★ Student record shows what the student has mastered by certain dates, and is evidence as accountability for each student, for future employers

★ Instructions for the students to follow are in the form of assignment sheets

ADVANTAGES OF INDIVIDUALIZING INSTRUCTION

TO ADMINISTRATORS AND COUNSELORS

★ Provides for greater flexibility in scheduling (possible to have students enrolled in more than one course in a room at the same time)

a. Easier to make changes during a semester
b. Easy to handle a transfer student, allowing the start at student's own level of progress
c. Original student scheduling is easy if more than one course is scheduled for a room at a certain time

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*Compliments of State of Illinois, Board of Vocational Education rehabilitation, Division of Vocational and Technical Education.

- Brings favorable public recognition to school when program is successful
- Assures they are providing the very best education possible for each student, according to individual ability and motiviation
- As student interest increases, larger numbers of courses can be effectively offered in the curriculum and will result in maximum and more efficient utilization of equipment and facilities
- The student record shows what skills and learning the student has mastered by certain dates which serves as evidence of accountability that can be used by administrators, parents, employers, and others
- Makes better use of staff time on the professional level
- Easily adaptable to different school calendars—year round, quarters, semesters

TO TEACHERS

- Allows opportunity to identify **and be able to help students individually and in groups** with their weaknesses
- Allows opportunity to work with several subject areas (if multiple courses are going on within a lab), broadening the teacher's experience
- Allows time for course revision and development in place of daily lesson preparation
- Changes role from lecturer to learning manager and motivator
- Allows flexibility to deal with transfer students or students starting school later than others
- Allows time and flexibility to handle special students with special problems or abilities
- Increases possibility of department enrollment because of flexibility
- Allows opportunity for professional growth through writing and implementing instructional packages
- Provides greater teacher work satisfaction with a method of teaching that allows greater progress for low ability students while offering a greater challenge to high ability students
- Success provides favorable public recognition of the teacher's work
- If enough time is allowed for training, it meets the overall occupational measurable objective of the program, to provide **employable skills and knowledge** to students upon graduation

TO STUDENTS

- Can learn at student's own pace
- Given chance to master material—has chance at better grade by repeating assignments and tests according to need

- May have opportunity to cover more instructional material than traditional class
- Has an opportunity to take a class that would not ordinarily be offered because enrollment was not large enough (can offer two or more low enrollment courses and combine)
- Has a chance to take a class he might not ordinarily take because of scheduling difficulty (assumes classes were offered in the lab all day or several more times a day than before)
- Receives more personal, individual attention from the teacher
- Is relieved of group competition being forced upon each student—group competition is available if desirable but emphasis is upon improving student's own performance
- Has opportunity to develop better self-concept as emphasis is always on the positive achievement
- Receives immediate feedback from teacher or through self-checking
- May be motivated by use of multiple learning resources
- Develops ability to follow written and verbal instructions and directions
- Has opportunity to meet individual goals
- Provides opportunity for transfer students, with special learning problems, to receive needed attention
- Provides opportunity to learn from each other and to help each other
- Provides learning atmosphere that is less formal and more relaxed with less pressure as in teacher paced teaching
- Frees student from falling behind because of absences
- Allows for differences in initiative, interests, and perseverance
- Allows for more realistic training for the business world (by using office standards, teaching student to use time wisely, and to organize work)
- Provides greater probability of immediate employment after graduation
- Enhances student ability to be successful with more advanced higher education courses

GENERAL GUIDELINES FOR INDIVIDUALIZING INSTRUCTION IN THE BUSINESS LAB

The following sequential guidelines are important to consider when planning and implementing an individualized approach to teaching in the business lab.

1. Obtain adminsitraive approval to plan the changeover to individualized instruction with a goal of implementation at a reasonable time in the future.

   Adequate lead time should be allowed to develop or adapt materials, procedures, and organization for individualized instruction. A year of advance planning and thinking would be best before making a complete change in the method of instruction.

2. Request all teachers that will be involved in the individualized system to join the **planning** committee. These teachers **must be involved.** Subcommittees can function for various phases of the planning.

3. When a general plan is ready, request a meeting with administrators, interested teachers, and vocational counselors to explain the procedures.

4. Proceed to plan the more specific phases of the changeover and how the plan will be implemented.

5. Involve all business teachers in a general in-service workshop on the **general plan**. Include all willing teachers in the planning of the subsequent specific phases to be utilized in the changeover. Invite guidance counselors and administrators.

   a. Make sure that you do not give the impression that whatever audiovisual equipment you add will relieve the teacher of any of the responsibility for the learning situation. The role changes, but does not make the teaching job any less demanding.

   b. Consider what subject areas will be implemented at one time.

6. Include the following actions and considerations in the changeover to the lab concept:

   a. Project a positive attitude about the student's use of materials and equipment.

   b. Be prepared to answer questions on any phase of a course at any time.

   c. Student records should be standardized and detailed enough for any teacher to refer to.

d. Set up room as a model office concerning workflow.

e. Make sure assignment sheets are clear and well written so students know exactly what is expected and what they are to do.

f. Allow flexibility in student assignments (method of learning, content, sequence, etc.) for greater adaptability to need.

7. Ask all involved teachers to edit assignment sheets and made recommendations for improvement. If assignment sheets are written by local teachers, have others edit. If assignment sheets are obtained from outside source, have all teachers edit.

8. Finalize assignment sheets.

9. Write teacher's manuals for guides for all teachers working within the individualized instruction lab. Request teacher editing. Make them temporary as they will be continually revised from year to year.

10. Conduct final in-service training for all teachers that will become learning managers and counselors.

11. Have more than one instructor familiar with the individualized instruction lab so that they may easily substitute. In-service training should be conducted regularly.

12. Familiarize all counselors with the porposed change and its benefits.

13. List in-school curriculum catalog.

14. Prepare to keep detailed records of the entire operation including adequate student records.

ORIENTATION GUIDELINES FOR INTRODUCING INDIVIDUALIZED INSTRUCTION

Give the counselors and other teachers, as well as appropriate administrators, a thorough orientation as to the method of instruction so that they will understand what will be going on in the lab. A thorough orientation and explanation from the student's viewpoint is crucial for student's understanding of the concept of the individualized method of instruction.

The following are general guidlines for orienting students:

1. Put in students' language.
2. Do an audiovisual presentation which is effective because "a picture is worth a thousand words" and is the same each time. You might give students a copy of the script; also give them a tour of the lab.
3. Include the idea of working at their own pace — what will happen when they finish early, and how they will be evaluated for amount of work accomplished and what they may do in order to complete more work (extra time, or whatever arrangements are made).
4. Include forms to be completed and why — put these forms in order.
5. Explain grading concept.
6. Give students a lab layout — put signs around in the classroom.
7. Migh start students traditionally and ease them into independent pacing. (Danger: If abrupt change in class procedure is made too late in semester, students may resist.)
8. Conduct role playing to illustrate class procedure.
9. Tell students they may have to wait for teacher attention if the teacher is busy with another student — teach them to do another job until the teacher is free.
10. Explain program options to students when they finish the requirements for a course or module. These options should be student selected from a variety of different learning experiences designed to enhance their career goals.

TIPS FOR WRITING ASSIGNMENT SHEETS AND INSTRUCTIONAL PROGRAMS

1. Use student oriented language only.

2. Define and explain all new terms.

3. Write course objectives for each unit of work in measureable terms and in student language. Hand out to each student in order that each student knows exactly what is expected.

   (Be sure all teachers are involved in writing the objectives)

4. In writing an assignment sheet, include all information verbalized to the class when teaching traditionally. This would include information that is not covered by a text or other presentations the student would view or listen to.

5. When writing insturctional programs (audio or visual or both), consider combining the knowledge of a person from a subject area with the experience of a person who has made audiovisual instructional materials.

   a. Consider incorporating humor and music in an instructional program, or work sheet, to add interest. Conside the students who will be using the materials, and add appropriate comments.

   b. If possible, before using instructional programs or assignment sheets with a large group of students, test the materials with a small group or one student.

GRADING ALTERNATIVES FOR INDIVIDUALIZED INSTRUCTION

The following are some of the alternatives to the grading procedure for an individualized approach. Some can be combined and expanded. Choose those that would fit the particular situation, within the guidelines and policies of the school (unless policies and guidelines can be changed or modified).

Course Grades

1. Explanation of achievement levels (with or without letter grades)

    a. Personal record file
    b. Certificate in addition to diploma

2. Pass/fail method

3. Letter grades or number grades (5-point scale or percentage)

4. Student must do all work — assign grades and average, but **student must finish all work.** Extra time will have to be allowed for student to work to complete in some cases.

5. Assign a grade but allow student to redo work if he/she desires in order to raise grade in a certain limited time.

6. If student does not finish a course at end of year, give the grade student has achieved at this point. Student can continue program the following semester.

7. Grade A or B, mastery level only. Consider any lesser achievement as **unemployable skill.** Set employable skill level of achievement, making requirements realistic to office occupations.

LAP
A TOOL FOR INDIVIDUALIZING INSTRUCTION*

INTRODUCTION

What does LAP mean? LAP is an acronym which means **L**earning **A**ctivity **P**acket. This packet is a self-instructional unit designed to aid students in learning a **single** basic concept. The concept to be learned is set up in a step-by-step pattern.

A LAP is designed for a specific ability level. It provides flexibility in the learning activities which students may choose in order to attain stated objectives.

Students proceed at their own pace. A LAP is a tool for individualizing instruction.

COMPONENT PARTS OF A LEARNING ACTIVITY PACKET

Rationale

The rationale should describe **what** the unit is about and **why** it is important for the student to complete it.

A term such as purpose or introduction may be used to identify the rationale.

Objectives

Goals stated in terms of measurable performance are referred to as behavioral objectives. Behavioral objectives must be stated for each learning activity so that student performance may be evaluated, based on these objectives, by the teacher, the student, or a third party.

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*Courtesy of Business and Office Education, Division of Occupational Education, State Department of Public Instruction, Raleigh, North Carolina, 1972-73.

Pretest

A pretest is a diagnostic instrument designed to determine the learner's need for the activities in the packet. Each test item is based on the objectives and content of the LAP.

Learning Activities

The LAP contains a variety of learning activities and materials — some required, some optional — that lead to achieving stated objectives.

Examples of learning activities include reading from a suggested reference, viewing a film or filmstrip, operating equipment, taking a field trip, conducting a personal interview, etc.

Specific instructions for each learning activity are provided for the student.

Self-test

Students are provided a self-test by which they may evaluate their performance. This test is based on stated objectives and is different from the pretest and any of the activities in the packet. It is taken and scored by the student. The results are used by the student to determine if any of the learning activities need to be repeated and/or if additional ones are needed.

Posttest

The posttest is designed to measure student performance in terms of stated objectives. It may be a written test, a performance test, or a combination; and it may be scored by the teacher, another student, and/or a third party.

Teacher Evaluation Check List

The teacher evaluation check list is a device for recording student performance. Items on the list are based directly on the stated objectives.

SUGGESTED USES OF LAPS

Since each student learns at a different rate and in a different way, LAPs offer an effective menas of permitting students to plan and self-pace their learning.

LAPs may be used in a variety of ways. The following is a suggested list:

1. In a course where all students are involved in the individualized instruction process.
2. To make-up classwork missed due to absence from school (applicable only when group instruction has been used).
3. To provide remedial experiences where group instruction has been used.
4. To provide individual projects for advanced students.
5. To provide materials for independent study (example: A student who cannot participate in regular class activities for various reasons).
6. To provide an in-depth experience in a selected skill area.

Cautions

A LAP may not be appropriate for all students in all situations within a given course. The following are some of the conditions under which a LAP should **not** be used:

1. When students do not understand what a LAP is or how to use it.
2. When all students are to use the same LAP and complete each learning acitivity simultaneously.
3. When the content of a LAP is not appropriate for the ability level of a student.
4. To free the teacher from teaching responsibilities (used as "busy" work).
5. As a continuous **reading** acitivity.

ADVANTAGES OF USING LAPS

LAPs provide certain advantages to teachers and students. Some of these are:

1. Provide diversified learning activities within a class.
2. Provide time during class for teachers to assist students who need additional assistance.
3. Permit students to assist in collecting and organizing resource materials which may be used in LAPs.
4. Provide opportunity for student involvement in the selection of student learning experiences.

Caution

It takes time to determine appropriate approaches for various student ability levels; to select content; to organize materials; to secure adequate resources; to field test, revise, and refine LAPs; and to acclimate to this method of instruction.

REMEMBER — A well-planned learning packet permits the student to learn at his/her own pace; to select resource materials and activities; and to evaluate personal progress toward stated objectives.

TIPS ON HOW TO USE FILMSTRIPS EFFECTIVELY AND CREATIVELY IN THE CLASSROOM*

When should you use filmstrips?

- ★ Use filmstrips at the beginning of a unit to motivate students, to get them excited about a new topic or area of study, to focus their thinking on a particular concept.

- ★ Use filmstrips in the middle of a unit to reinforce a concept you have been discussing or to bring it to another level, to help students transfer and connect information from one area of the curriculum to another, or to provide different examples or a different point of view.

- ★ Use filmstrips at the end of a unit to review information or to summarize and crystallize what your students have been learning.

How can you use filmstrips effectively and creatively?

- ★ Planning is important. Be sure to read the teacher's guide that accompanies the filmstrips to determine when they should be shown and what acitivites should precede and follow the screenings.

- ★ Don't over use the filmstrips. When filmstrips are shown day after day, or only on Friday afternoons, or only on the day before a holiday, or only when a substitute teacher comes, students will begin to think that filmstrips are not to be taken seriously. Check with other teachers in the school to see how often they are using filmstrips and if they have already shown your students a filmstrip that you are planning to use.

- ★ Don't use filmstrips in isolation. Plan questions and/or activities before and after showing a filmstrip. Don't let it become a passive medium.

- ★ Show part of all of a filmstrip without the sound. This can be an effective review of a process or procedure. Ask students to describe what is happening in each step, what equipment is being used, and what safety procedures are being followed, etc. Have them guess what the next step is. Use filmstrips in the same manner as an evaluation technique. (This is particularly useful with students who cannot understand written questions or instructions.)

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*Prepared by Marsha McCormick, Editorial Director, Butterick Publishing, New York, NY. Copyright 1979 Butterick Publishing, a Division of American Can Company. All Rights Reserved. Used by permission.

★ Listen to a section of the cassette or record without showing the filmstrip. Use this technique to stimulate and direct discussion. Ask students to describe what is happening and why, and what they would do in this situation. etc.

CLOSING PROCEDURES
BUSINESS DEPARTMENT FOR SUMMER MONTHS

______ Clean storage areas, cabinets, student desks, etc.

______ Check files for order, labeling, and ease of locating department information.

______ Make arrangements to have all typewriters served during the summer.

______ Cover all equipment with machine covers.

______ Make an inventory of all business education equipment by serial number (typewriters, calculators, reproduction equipment, audiovisual equipment, etc.). File the inventory with the department head or school administration, and keep a copy for your own file.

______ Inventory all textbooks, supplies, teacher manuals, and resource materials, and store in proper storage area.

______ Make sure that needed textbooks and supplies for the new year have been requisitioned. File this with the department chairperson or the principal. Keep a copy in your file. This requisition should include items listed in the supply catalog as well as any special needs which are planned for the new school year.

______ Prepare and submit, as requested and at proper time, all required reports on department acitivities, including inventories, fall information envelope for new teacher, and department records.

______ Lock securely all storage areas. Leave keys and directions with proper authorities.

______ Perform the additional tasks unique to your department and school in order to secure properties, and insure a pleasing department for the fall opening.

______ Clean and put in good order the teacher's desk. Plans sometimes change in a few months. Be prepared for emergencies.

______ Prepare an annual report of your department for the administrator. This provides an opportunity, not only to summarize your work for the year, but also to propose needed changes and expansions for the coming year.

Teachers who are not planning on returning the following school year will want to leave an OUTLINE OF BASIC INFORMATION FOR INCOMING TEACHERS. Such an outline might address the following topics:

- ★ Where to locate keys for cabinets, files, etc. Any comments regarding equipment maintenance procedures in your school.
- ★ Procedures for ordering textbooks and supplies.
- ★ Location of fuse box, master switch, etc.
- ★ Location of curriculum guide, teacher manuals, etc.
- ★ How to order films from the film library.
- ★ Resource persons within area and a list of possible field-trip sites.
- ★ Telephone number and address of all business equipment vendors serving your area (IBM, AB DICK, etc.).
- ★ Name, address, and telephone number of career education coordinator serving your region.

DIRECTORY OF PUBLISHERS

The following list of addresses includes textbook publishers and publishers of resource materials referenced in this guide.

Agency for Innovative Curriculum, Inc. 580 Sylvan Avenue, Englewood Cliffs, NJ 07632

Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02210

American Council of Life Insurance, Health Insurance Institute, 1850 K Street, N.W., Washington, D.C. 20006

Automated Training, Inc., Box 1947, Charlotte, NC 28233

Bobbs-Merrill Educational Publishing, 4300 West 62 St., Indianapolis, IN 46206

Brown, Wm. C. Company, Publishers, 2460 Kerper Blvd., Dubuque, IA 52001

Center for Vocational and Technical Education, Ohio State University, 196 Kenny Rd., Columbus, OH 43210

Changing Times Education Service, 1729 H Street, N.W., Washington, D.C. 20006

Collier Macmillan International, Inc., 866 Third Avenue, New York, NY 10022

Consumer Information Center, Pueblo, CO 81009

Delta Pi Epsilon National Office, Gustavus Adolphus College, St. Peter, MN 56082

Dictation Disc Company, 240 Madison Avenue, New York, NY 10016

Encyclopedia Britannica Education Corporation, 425 N. Michigan Avenue, Chicago, IL 60611

ESP, Inc., 1201 E. Johnson, Box 5037, Jonesboro, AR 72401

Fearon-Pitman Publishers, Inc., 6 Davis Dr., Belmont, CA 94002

Follett Publishing Co., 1010 W. Washington Blvd., Chicago, IL 60607

Forkner Publishing, Customer Service, P.O. Box 652, Ridgewood, NJ 07451

Glencoe Publishing Co., Inc., 17337 Ventura Blvd., Encino, CA 91316

Geneva College, Dr. Stewart Lee, Beaver Falls, PA 15010

Gould Publications, 199 State Street, Binghampton, NY 13901

Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, NY 10017

Harper & Roe, Publishers, Inc., 10 E. 53 St., New York, NY 10022

Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, NY 10017

Houghton Mifflin Co., One Beacon St., Boston, MA 02107

Household Finance Corporation, Money Management Institute, Prudential Plaza, Chicago, IL 60202

Insurance Information Institute, 110 William St., New York, NY 10038

Internal Revenue Service, District Director, Understanding Taxes Coordinator, P.O. Box 3036, Church St. Station, NY 10008

Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036

Laidlaw Brothers, Customer Service Department, Thatcher and Madison, River Forest, IL 60305

MPC Educational Publishers, 3829 White Plains Rd., Bronx, NY 10467

Macmillan Publishing Co., Inc., 100A Brown St., Riverside, NY 08075

McGraw-Hill International Book Co., 1221 Avenue of the Americas, New York, NY 10020

McKnight Publishing Co., Box 2854, Bloomington, IL 61701

Media Systems Corp., 757 Third Ave., New York, NY 10017

Penny, J.C., Education Division, 1301 Avenue of the Americas, New York, NY 10019

Prentice-Hall, Inc., Englewood Cliffs, NJ 07632

Random House, Inc., 400 Hahn Road, Westminster, MD 21157

Rowe, H. M. Co., The, 624 N. Gilmore St., Baltimore, MD 21217

Saunders, W. B. Co., W. Washington Sq., Philadelphia, PA 19105

Scholastic Book Service, 904 Sylvan Avenue, Englewood Cliffs, NJ 07632

Science Research Associates, Inc., 259 East Erie Street, Chicago, IL 60611

Scott, Foresman and Co., 100 East Lake Ave., Glenview, IL 60025

Sears, Roebuck and Co., Customer Information Services, Dept. 703, Sears Tower, Chicago, IL 60684

South-Western Publishing Co., 5101 Madison Rd., Cincinnati, OH 45227

Stenograph, P.O. Box 224, 7300 Niles Center Road, Skokie, IL 60076

Van Nostrand Reinhold, 450 West 33 St., New York, NY 10001

Walch, J. Weston, Publisher, Box 658, Portland, ME 04104

Western Tape, 2761 Marine Way, Mountain View, CA 94042

Wiley, John & Sons, Inc., 605 Third Ave., New York, NY 10016

PROFESSIONAL LITERATURE FOR BUSINESS TEACHERS

Continued professional growth should be the aim of every business teacher. Keeping abreast of new developments in the field of education requires time and effort, but the rewards make the effort worthwhile. Business education teachers should make every effort to read the professional literature in their field.

Following is a list of several business education publications:

THE ABCA BULLETIN
The American Business Communications Association
317-B David Kinley Hall
University of Illinois
Urbana, IL 61801

BALANCE SHEET
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

BALL STATE JOURNAL FOR BUSINESS EDUCATION
Department of Business and Office Administration
College of Business
Ball State University
Muncie, IN 47306

BUSINESS EDUCATION FORUM
National Business Education Association
1906 Association Drive
Reston, VA 22091

BUSINESS EDUCATION JOURNAL
Division of Business and Business Education
Emporia State University
Emporia, KS 66801

BUSINESS EDUCATION WORLD
McGraw-Hill International Book Co.
1221 Avenue of the Americas
New York, NY 10020

BUSINESS EXCHANGE
Houghton Mifflin Company
Department B
One Beacon Street
Boston, MA 02107

CALIFORNIA BUSINESS EDUCATION JOURNAL
California Business Education Association
School of Business and Economics
Humboldt State University
Arcata, CA 95521

CENTURY 21 REPORTER
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

THE JOURNAL OF BUSINESS EDUCATION
Heldref Publications
4000 Albemarle St., N.W.
Suite 504
Washington, D.C. 20016

MISSISSIPPI BUSINESS EDUCATION ASSOCIATION JOURNAL
Mississippi Business Education Association
School of Business Administration
University of Mississippi
University, MS 38677

THE OHIO BUSINESS TEACHER
Ohio Business Teacher Association
Department of Business Education
Bowling Green State University
Bowling Green, OH 43403

THE SECRETARY
The National Secretaries Assocation
2440 Pershing Rd.
Kansas City, MO 64108

TODAY'S SECRETARY
Gregg Division
McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, NY 10020

THE VIRGINIA BUSINESS EDUCATION JOURNAL
Virginia Business Education Association
School of Business
Virginia Commonwealth University
Richmond, VA 23284

VOCATIONAL EDUCATION
The Journal of the American Vocational Association
American Vocational Association, Inc.
2020 N. 14th St.
Arlington, VA 22201

FBLA
FUTURE BUSINESS LEADERS OF AMERICA

The Future Business Leaders of America (FBLA) is the national organization for all young adults in high school and postsecondary institutions enrolled in business programs. The organization, composed of over 8,000 high school and postsecondary chapters, operates as an integral part of the school program under the guidance of business teachers, state supervisors, school administrators, and businessmen.

The activities of the FBLA provide an opportunity for business students to prepare for business and office occupations. Members of FBLA learn how to engage in individual and group business enterprises; how to hold office and direct the affairs of the group; how to work with representatives of other youth organizations; and how to compete honorably with their colleagues on the local, state, and national levels. FBLA provides an opportunity for travel to state and national conferences and leadership conferences, visits to other chapters and to business and industrial enterprises, and close contact with successful businessmen and women.

FBLA's acceptance as an organization of value for the student, is evidenced by the fact that it is on the Approved List of National Contests and Activities of the National Association of Secondary-School Principals.

A national office is located in Washington, D.C. The FBLA Board of Directors establishes FBLA policies in line with the vocational needs of business and office education students.

PURPOSES

The purposes of the FBLA are to:

- ★ Develop competent, aggressive business leadership.
- ★ Strengthen the confidence of young men and women in themselves and their work.
- ★ Create more interest and understanding in the intelligent choice of business occupations.
- ★ Encourage young men and women in the development of individual projects and in establishing themselves in business.
- ★ Encourage young persons to improve the home and community.
- ★ Develop character, prepare for useful citizenship, and foster patriotism.
- ★ Participate in cooperative effort.
- ★ Encourage and practice thrift.
- ★ Encourage improvement in scholarship and promote school loyalty.
- ★ Improve and establish standards for entrance into business occupations.

One of the major objectives of FBLA is to develop self-confidence and strong, aggressive business leadership so that these future businessmen and women may participate more effectively in the business and community life of which they are soon to be an integral part. FBLA also serves as an effective means of bringing students together to deal with vocational preparation, national problems, community improvement, and worthwhile relationships with local, state, and national groups interested in the welfare of youth.

DS MANUAL 2865.2
REVISED OCTOBER 5, 1978

Approved List of Essential Textbooks/Instructional Materials for Business Education Grades 6-12

DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS

career
education

DEPARTMENT OF DEFENSE
OFFICE OF DEPENDENTS SCHOOLS
2461 EISENHOWER AVENUE
ALEXANDRIA, VIRGINIA 22331

EDS-50867

October 5, 1978

MEMORANDUM FOR Director of Dependents Schools, Atlantic
Director of Dependents Schools, Europe
Director of Dependents Schools, Pacific

SUBJECT: Essential Textbooks/Instructional Materials Listing for Business Education

It is a pleasure to provide you with the attached Department of Defense Dependents Schools (DoDDS) List of the Approved Essential Textbooks/Instructional Materials in Business Education for the indicated categories. Any future appropriated fund procurement of Business Education Essential Textbooks/Instructional Materials for DoDDS must conform to this listing until officially revised.

As you know, texts and materials provided by publishers for this review process were studied extensively during school year 1977-1978 by formal review committees in each of the DoDDS regions. Those worldwide committees were composed of students, parents, and community representatives as well as professional educators. Detailed data, conforming to established criteria and generated by each of these committees, were reviewed in detail by the Business Education Task Group in their meeting of June 19-23, 1978. Essential Textbooks/Instructional Materials judged most suitable for achieving the published DoDDS objectives within the DoDDS system have been included in the approved list.

Your support of the DoDDS Business Education Essential Textbooks/Instructional Materials review is appreciated.

Anthony Cardinale

Anthony Cardinale
Director

SEP 2 1980

APPROVED LIST OF
DoDDS ESSENTIAL TEXTBOOKS/INSTRUCTIONAL MATERIALS FOR BUSINESS EDUCATION, GRADES 6-12

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DoDDS Systemwide Curriculum Development Committee 6

DoDDS Business Education Task Group 6

APPROVED LIST OF DoDDS ESSENTIAL TEXTBOOKS/INSTRUCTIONAL MATERIALS FOR BUSINESS EDUCATION, GRADES 6-8

Title of Program	Author	Publisher	Copyright Date
Exploratory Business:			
Project Discovery	Southwest Learning Resources Center	Southwest (Iowa) Learning Resources Center	1975
Introduction to Business & Office Careers	Kimbrell	McKnight Publishing Company	1975
Clerical Techniques for a Business Career	Kestenbaum	Allyn and Bacon	1975
Exploring Careers Program (Softcover and Minicases: 20-30 Hours)		South-Western Publishing Company	1974-1976
Exploring Clerical Careers—Ristau			
Exploring Secretarial Careers—Reel			
Exploring Data Process Careers—Baggett			
Exploring Wholesaling and Retailing Careers—Eggland			
Exploring Accounting Careers—Plevyak			
Personal Typing:			
Personal Typewriting for JHS (Third Edition)	Wanous and Haggblade	South-Western Publishing Company	1971
Introduction to Business:			
General Business for Economic Understanding	DeBrum, Haines, Malsbary and Doughtrey	South-Western Publishing Company	1976
General Business for Everyday Living (Fourth Edition) (Textbook, Transparencies, Filmstrips and Records)	Price, Musselman, and Hall	McGraw-Hill International Book Company	1972
Consumer Education:			
Consumer Action	Morton and Rezny	Houghton Mifflin Company	1978

Business Law:			
Applied Business Law	Fisk and Mietus	South-Western Publishing Company	1977
Business Law/30	Rosenberg/ Bonnice	McGraw-Hill International Book Company	1976
Business Mathematics:			
Math for Business Careers	Huffman, Twiss, Williams	McGraw-Hill International Book Company	1975
Business Mathematics/30	Rosenberg, Lewis, and Poe	McGraw-Hill International Book Company	1975
Applied Business Mathematics	Fairbank	South-Western Publishing Company	1975
Mathematics for Daily Living	Lewis	Litton Educational Publishing International	1975
Typewriting I:			
Century 21 Typewriting	Lessenberry, Crawford, Erickson, Beaumont, and Robinson	South-Western Publishing Company	1977
Recordkeeping:			
Practical Recordkeeping I, II	Baron and Steinfeld	South-Western Publishing Company	1975-1976
General Recordkeeping	Huffman, Stewart	McGraw-Hill International Book Company	1976
Houston House: A Job-Training/Office Simulation Approach to Recordkeeping	Cotton, Lima, and Koeppen	McGraw-Hill International Book Company	1976
Accounting I:			
Century 21, Accounting (Second Edition)	Swanson, Boynton, Ross and Hanson	South-Western Publishing Company	1977
Accounting II:			
Century 21, Accounting, Adv. Course	Boynton, Swanson, Ross and Hanson	South-Western Publishing Company	1978

Data Processing:			
Introduction to Data Processing	Robichaud, Muscat, Hall	McGraw-Hill International Book Company	1977
Introduction to Computer Data Processing	Wu	Harcourt Brace Jovanovich International Corporation	1975
Introductory Data Processing—An Intensive Course (Second Edition)	Wanous, Wanous and Wagner	South-Western Publishing Company	1973
Typewriting II:			
Century 21 Typewriting	Lessenberry, Crawford, Erickson, Beaumont and Robinson	South-Western Publishing Company	1977
Shorthand I:			
Gregg Shorthand, Latest Edition	Gregg, Leslie, Zoubek	McGraw-Hill International Book Company	1978
Shorthand II:			
Gregg Shorthand, Latest Edition	Leslie, Zoubek, Lemaster, Strony	McGraw-Hill International Book Company	1978
Machine Shorthand:			
Touch Shorthand	Stenograph	Stenograph	1976
Book 1, Keyboard and Theory	Stenograph		1976
Book 2, Beginning Skill Development and Transcription	Stenograph		1977
Business English:			
Business English and Communication (Fifth Edition)	Stewart, Lanham, Zimmer, Clark and Stead	McGraw-Hill International Book Company	1978
Business Filing:			
Business Filing and Records Control	Bassett and Goodman	South-Western Publishing Company	1974
Business Machines:			
Office Machine Course	Cornelia, Pasewark and Agnew	South-Western Publishing Company	1971

Ten-Key Adding-Listing Machine Course	Pasewark and Cornelia	South-Western Publishing Company	1973
Electronic and Mechanical Printing Calculator Course	Pasewark	South-Western Publishing Company	1974
Electronic Display Calculator Course	Pasewark	South-Western Publishing Company	1975
Reprographics:			
Duplicating Machine Processes: Stencil, Fluid, Offset, and Copier	Pasewark	South-Western Publishing Company	1975
Duplicating Machine Operation and Decision Making	Kupsh and Joyce	Collier Macmillan International Company	1972
Clerical Practice:			
Multi-Media Modules in Business and Office Education (Tapes, Filmstrips, Booklets) 1. Secretarial 2. Clerical	Rohr/Schatz	Western Tape	1974-1977
Clerical Office Procedures (Sixth Edition)	Meehan, Pasewark and Oliverio	South-Western Publishing Company	1978
Secretarial Practice:			
Secretarial Office Procedures (Ninth Edition)	Oliverio and Pasewark	South-Western Publishing Company	1977
Today's Women	Whitcomb and Lang	McGraw-Hill International Book Company	1976
Marketing/Management:			
Marketing in Action (Eighth Edition)	Warmke, Palmer and Nolan	South-Western Publishing Company	1976
Business Principles and Management	Shilt, Everard and Johns	South-Western Publishing Company	1973
Fundamentals of Selling, (10th Edition)	Wingate and Nolan	South-Western Publishing Company	1976
Retail Merchandising	Wingate and Samson	South-Western Publishing Company	1975

Word Processing:			
The IBM Memory Typewriter (Cassettes)	Cecil	Western Tape	1977
Office Simulations:			
A La Carte Enterprise	Ruey	McGraw-Hill International Book Company	1976
Lester Hill Office Simulation	Krawitz	McGraw-Hill International Book Company	1971
Career Information:			
Business Career Opportunities Box (125 Varnished Cards)		Houghton Mifflin Company	1978
Careers in Office Services (Cassettes/Filmstrips)		Butterick Publishing	1975

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

Dr. Anthony Cardinale
Director

Dr. Thomas Drysdale
Director, Atlantic Region

Dr. Joseph Mason
Director, European Region

Dr. Edward Killin
Director, Pacific Region

DoDDS SYSTEMWIDE CURRICULUM DEVELOPMENT COMMITTEE

Mr. Steve Motta, Chairperson	Office of Dependents Schools
Mr. Folmer G. Christensen	Atlantic Region
Dr. Carl B. Gustafson	European Region
Dr. Joseph Larkin	Pacific Region

DoDDS BUSINESS EDUCATION TASK GROUPS

Dr. Daniel L. Stabile, Chairperson
Career Education Coordinator
Department of Defense Dependents Schools
2461 Eisenhower Avenue
Alexandria, Virginia 22331

Mr. James Willis
Career Education Chief
Department of Defense Dependents Schools—Atlantic Region
Building 995, Ellyson Field
Pensacola, Florida 32509

Dr. Joseph P. Indresano
Career Education Chief
Department of Defense Dependents Schools—European Region
APO New York 09164

Mr. Mark Carstens
Career Education Chief
Department of Defense Dependents Schools—Pacific Region
Futenma, Box 796
FPO Seattle 98772

REGIONAL BUSINESS EDUCATION TEXTBOOKS/ ESSENTIAL MATERIALS FORMAL REVIEW COMMITTEES

DoDDSEUR

Tom Carter
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Susan Groskopf
Jennifer Heinen
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